

2025 09 22 Senate Meeting Book

AGENDA

Governance Resources

[Link to Governance Resources](#)

OPEN SESSION

3:30 p.m.	1. Territorial Acknowledgement [Wandel, St. Marie]		
3:35 p.m.	2. Approval of the Agenda and Minutes [Goel]		
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	2.2 Approval of the Agenda and Consent Items	Decision	
	2.3 Minutes of the June 9, 2025 Meeting	Decision	
	2.4 Business Arising from the Minutes	Information	
3:40 p.m.	3. Report of the President [Goel]		
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4:00 p.m.	4. Report of the Senate Executive Committee [Goel]		
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4:10 p.m.	5. Joint Report of the Senate Graduate & Research Council and Senate Undergraduate Council [DeVidi]		
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4:15 p.m.	6. Policies [Goel]		
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4:30 p.m.	7. Report of the Associate Vice-President, Academic		
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4:40 p.m.	8. Reports from the Faculties		
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5:10 p.m.	9. Consent Agenda		
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5:15 p.m.	10. Items removed from the Consent Agenda		
	11. Other Business	Information	
	CONFIDENTIAL SESSION		
5:20 p.m.	12. Proposed Naming	Information	
	13. Other Business	Information	
	14. Adjournment		
	The next meeting of Senate will take place on October 20, 2025 from 3:30 p.m. - 5:30 p.m. in NH 3407.		

For Information**Open Session**

To: Senate

From: Gen Gauthier-Chalifour
University Secretary

Date of Meeting: September 22, 2025

Agenda Item: **2. Approval of the Agenda and Minutes**

2.1 Conflict of Interest

Senators are invited to declare any conflicts related to the open session agenda at this time. Should a conflict of interest arise during discussion, senators are asked to declare a conflict of interest as it arises.

The Secretariat can provide guidance regarding potential conflicts of interest in advance of or during the Senate meeting.

2.2 Approval of the Agenda, and Approval of the Consent Agenda

Motion: To approve the agenda as presented/amended, and to approve or receive for information the items on the consent agenda, listed as items 8.1-8.10 of the Senate agenda.

Senators wishing to have an item removed from consent to the regular agenda are asked to contact the University Secretary in advance of the meeting. Senators may also request to have items moved to the regular agenda immediately prior to the approval of the agenda.

2.3 Minutes of the June 9, 2025 Meeting – open and confidential

Motion: To approve the minutes of the meeting (open session), and to approve the minutes of the meeting (confidential session), as distributed.

Documentation Provided:

- Minutes of the June 9, 2025 Meeting

2.4 Business Arising from the Minutes

There is no business arising from the minutes.

**University of Waterloo
Senate
Minutes of the June 9, 2025 meeting
[in agenda order]**

Present: John Abraham, Nasser Abukhdeir, Avery Akkerman, Marc Aucoin, Veronica Austen, Aubrey Basdeo, Jordan Bauman, Andrew Chang, Martin Cooke, Cecilia Cotton, Kim Cuddington, Hans De Sterck, Laura Deakin, Charmaine Dean, David DeVidi, Catherine Dong, Mark Ferro, Paul Fieguth, Teresa Fortney, Bruce Frayne, Murray Gamble, Genevieve Gauthier-Chalifour (Secretary), Mark Giesbrecht, Vivek Goel (Chair), Rob Gorbet, Mike Grivicic (Associate Secretary), Vikas Gupta, David Ha, Peter Hall, Kevin Hare, Meray Sadek, Chris Houser, Natalie Hutchings, Nadine Ibrahim, Marc Jerry, Acey Kaspar, Achim Kempf, Veronica Kitchen, Scott Kline, Sachin Kotecha, Christiane Lemieux, Ondrej Lhotak, Lili Liu, Brad Lushman, Jennifer Lynes Murray, Stephanie Maaz, Shana MacDonald, Ellen MacEachen, Carol Ann MacGregor, Colleen Maxwell, Peter Meehan, Kristiina Montero, Richard Myers, Cathy Newell Kelly, Christopher Nielsen, James Nugent, Troy Osborne, Nicholas Pellegrino, Damian Mikhail, David Porreca, Jacinda Reitsma, Mary Robinson, James Rush, Asher Scaini, Mark Seasons, Marcus Shantz, Jagdeep Singh Bachher, Siva Sivothythaman, James Skidmore, Christopher Taylor, Alexie Tcheuyap, Katie Traynor, Sharon Tucker, Diana Vangelisti, Johanna Wandel, Mary Wells, Stanley Woo, Clarence Woudsma,

Regrets: Bilal Ahmed, Jean Becker, Judy Castaneda, Blake Madill, Kirsten Muller, Neil Randall, John Saabas, Beth Sandore Namachchivaya, Changbao Wu, En-Hui Yang

Guests: Graham Brown, Laura Bruno, Mark Clunes, Ashley Day, Nenone Donaldson, Tom Duever, Bernard Duncker, Melanie Figueiredo, Anne Galang, Jenny Flagler-George, Jennifer Gillies, Diana Goncalves, Diane Johnston, Andrea Kelman, Mario Loukas, Tony Ly, Christine McWebb, Ian Milligan, Chris Read, Gerry Schneider, Daniela Sesar-Hencic, Greg Smith, Allan Starr, Brandon Sweet, Meghan Whitfield, Katy Wong-Francq

OPEN SESSION

The chair welcomed members to the meeting and offered opening remarks. It was noted that the Pride Flag raising event held last Tuesday was well attended and received strong support from the community, and the President's Golf Tournament was a great success, raising funds in support of student athletes. Reunion events took place over the past weekend, with a strong turnout from alumni. Senate was reminded that June is National Indigenous History Month, with Indigenous Peoples Day to be celebrated on June 21st. Convocation will begin on June 10th, with a record number of graduands expected to attend. Appreciation was extended to all those participating in the celebrations.

Thomas Duever, incoming interim Vice-President, Academic and Provost, was welcomed to the meeting. He will officially begin his role on July 1st. This meeting marks the final Senate session of the academic year, and the chair thanked all outgoing senators for their service. Appreciation was also extended to John Saabas, whose term as governor appointee to Senate will conclude with this meeting.

Two administrators were recognized as their appointments will end on June 30th. Mark Giesbrecht completes his five-year term as Dean of Mathematics and was thanked for his leadership and service to both the Faculty and the University. Jim Rush was also acknowledged, marking his approximately 70th and final Senate meeting as Vice-President, Academic and Provost, and Vice-Chair of Senate.

1. Territorial Acknowledgement

The territorial acknowledgement was given by Marc Jerry, along with a personal reflection.

2. Approval of the Agenda and Minutes

2.1 Conflict of Interest.

No conflicts of interest were declared.

2.2 Approval of the Agenda, and Consent Items

A motion was heard to approve the agenda as presented, and to approve or receive for information the items on the consent agenda, listed as items 9.1-9.8 of the Senate agenda. Woudsma and Deakin. Carried.

2.3 Minutes of the May 5, 2025 Meeting – open and confidential

A motion was heard to approve the minutes of the meeting (open session and confidential session) as presented. Skidmore and Porreca. Carried.

2.4 Business Arising from the Minutes

As noted in the memo included with the meeting book, the amendments to Senate Bylaw 2 are brought for second reading and final approval.

3. Report of the President

3.1 General Update

President and Vice-Chancellor Vivek Goel provided his report. There were power issues over the weekend on campus and plant operations are addressing the issues. The University is tracking positively for this admissions cycle with 65,000 applicants and 37,000 offers; there is still volatility in the sector and continued impact on international student recruitment. Our students are experiencing a tough job market but through the work of CEE, we are focusing on co-op and work-integrated learning placements. The provincial Strategic Mandate Agreement should be finalized in the coming weeks.

Last week the province introduced Bill 46: Protect Ontario by Cutting Red Tape Act which initiates Ministry consultations with publicly assisted colleges and universities to explore ways to improve board governance. The University is working with its colleagues through the Council of Ontario Universities and the Working Group on Leading Practices on University Governance to identify key points for the consultations.

Goel invited Rush to give an overview of the Academic Innovation Working Group and the importance of academic programming while dealing with current challenges. It was emphasized that the working group is not a decision-making body, but meant to identify, develop, and facilitate the adoption of processes and practices that will enhance the quality and viability of academic programming and its delivery. DeVidi provided details of the three sub-groups and their purpose, noting the sub-groups were expected to report into the steering group at the end of June. Senators inquired about various roles on the working group including a humanities faculty member, librarian, and students. DeVidi clarified that roles may be added as appropriate and that any recommendations would move through the appropriate consultations and governance bodies prior to approval. Goel added that there is a desire across units to share more information nimbly and foster better collaboration between units locally.

4. Presentation - Waterloo Student Experience & Engagement (WatSEE)

Marlee Spafford, Special Advisor to the Provost on Student Experience, provided an overview of the WatSEE program, highlighting the work completed to date and tools available to faculty and students. Spafford encouraged faculty to adopt one new WatSEE action each year to shift University culture. Senators asked how the program will roll out and foster uptake, and how to get this into most departments and schools. Spafford agreed that it will be important to encourage colleagues and students to use the toolbox and that the Student Experience Survey will monitor use, but overall satisfaction is hard to tie to a single intervention. Rush thanked Spafford for her work as Special Advisor to the Provost. More information can be found online at uwaterloo.ca/provost/watsee.

5. Annual Report of the Council of Ontario Universities (COU) Academic Colleague

COU Academic Colleague Scott Kline provided an overview of the past year's Academic Colleague meetings. He emphasized that Senators are encouraged to bring forward any issues they would like raised at the Council of Ontario Universities (COU). Over the past year, discussions have focused in particular on the potential impacts of U.S. policies on Ontario universities and researchers. One senator suggested that COU and OCUFA (Ontario Confederation of University Faculty Associations) have priorities in alignment, noting a potential opportunity for coordinated messaging to the provincial government. Kline added that there is also alignment with student groups on many issues. Goel reinforced the importance of consistent messaging across all stakeholder bodies.

6. Report of Senate Graduate & Research Council

6.1 Senate Graduate and Research Council: Graduate Certificate in Work-Integrated Learning

Woudsma introduced the proposed graduate certificate in work-integrated learning and gave a brief overview of the collaborative effort between the GSPA, CEE and the Faculties. The graduate calendar language was also enhanced to accompany the proposed program. A motion was heard to approve the proposed graduate certificate in work-integrated learning, with related amendments to the graduate calendar, as described in the report and effective September 1, 2025. Woudsma and Wandel. Carried.

7. Report of Senate Undergraduate Council

7.1 Honours Bachelor of Medical Sciences (BMSci)

DeVidi provided an overview of the program proposal in partnership with St. George's University in Grenada, noting that this pathway would allow students to gain both a bachelor's and medical degree in six years, instead of the traditional eight. The program is a cost-recovery program with no provincial funding and is expected to be fully viable. To meet a targeted launch date of September 2026, the proposal followed an expedited approval pathway while ensuring that all approval bodies had ample time to review the proposal and provide feedback. Dean Houser spoke to the medical sciences program providing an alternative source of family physicians that would encourage graduates to return to the province, while increasing course offerings in the Faculty of Science.

Senators discussed the proposed tuition fee, with some expressing concern about the cost during the first two years of the program. In response to the high demand for medical school seats, Dean Houser noted that similar pathway programs exist at other universities. Senator Woo and Chancellor Bachher added that, from a global perspective, the proposed tuition is competitive and comparable to the Optometry program's international student fees. Dean Houser and Laura Bruno, Vice-President of Student Recruitment at St. George's University (SGU), emphasized that the SGU seats are guaranteed and the program structure offers students an "off-ramp" should they decide to pursue other academic opportunities. They also highlighted the program's rigorous admissions process, designed to ensure strong alignment between students and the program. Dr. Mark Clunes, Senior Associate Dean of Basic Sciences at SGU, noted that a joint curriculum committee already exists between SGU and its UK partner, Northumbria University. The proposal outlines that the University of Waterloo would also be represented on this committee.

In response to questions about the program implementation cost, Anca Constantinescu, Director of Strategic Initiatives and Integrated Planning in the Dean of Science Office, added that a comprehensive financial viability analysis had been conducted. She reported that initial program costs are modest, leveraging existing anatomy lab space. If enrollment exceeds 32 students, the program is projected to generate enough revenue to fund additional lab facilities independently.

A motion was heard that Senate approve the Honours Bachelor of Medical Sciences (BMSci) program, in partnership with St. George's University (SGU) in Grenada, including new courses that will deliver SGU course content, and proposed regulation changes, effective September 1, 2026, as presented. DeVidi and Houser. Carried.

8. Report of Senate Executive Committee

8.1 Elections to Senate Committees and Councils

Goel gave an overview of the proposed slate, as it is the responsibility of SEC to present a list of nominations for the committees and councils of Senate at the last Senate meeting each year. It is customary at the last Senate meeting of the governance year to call for any further nominations from the floor.

University Secretary Gen Gauthier-Chalifour highlighted a new step in the process this year to survey senators for their committee preferences. The Secretariat will look to codify the process for the next election cycle. Goel opened the floor for nominations. The Faculty Senator seat for Environment on the Senate Undergraduate Council was discussed as a nomination from the floor was received for Helena Shilomboleni. Senator James Nugent elected to remove his name from the Council, allowing Shilomboleni to be acclaimed to the Faculty of Environment seat. Nugent then nominated himself from the floor to the Senate Executive Committee, prompting an electronic vote to be called for the Faculty of Environment seat. The Secretariat will hold an election following the meeting.

Goel noted that every year there are a few vacancies that require filling following the last Senate meeting and it has been past practice to recommend that Senate delegate those approvals to SEC as a practical way to fill the slate.

A motion was heard that Senate approve the membership of Senate committees and councils for 2025-26, as presented on the list of nominees, and, that Senate delegate approval for any remaining or subsequent vacancies to the Senate Executive Committee. Lynes Murray and Seasons. Carried.

8.2 Amendments to Bylaw 2

Goel spoke to the second and final reading of the Bylaw 2 changes related to the approval of the new Senate Planning & Finance Committee, Senate Graduate Council, and Senate Research and Innovation Council. The first reading occurred at the May 5, 2025 Senate meeting. The new councils and committee

terms of reference will stand alone outside of bylaw 2. A motion was heard that Senate give second and final reading to the amendments to Senate Bylaw 2 as presented in this report and effective September 1, 2025. Skidmore and Porreca. Carried.

A question was raised by a Senator with respect to the process for approving the new councils and committees, relative to the Senate bylaws. Gauthier-Chalifour clarified that Senate had approved the establishment of the new councils and committees at its previous meeting, and the bylaw changes were required to remove reference to the previous committees to align with this approval.

8.3 Senate Executive Committee, Meeting of May 26, 2025

Gauthier-Chalifour gave an update on the request for staff representation on Senate. The Secretariat will consult staff groups in the coming months. A motion will come forward in the fall for a working group of Senate, to be composed of senators with support of the Secretariat to identify issues and make recommendations for Senate consideration and prospective adoption. The Secretariat is also working to update the registration process for non-senator visitors to Senate meetings, along with expanded access to Senate meetings via livestream that is currently being piloted.

9. CONSENT AGENDA

The following items were received for approved / received for information.

- 9.1 Senate Work Plan**
- 9.2 Senate Graduate & Research Council**
- 9.3 Senate Long Range Planning Committee**
- 9.4 Academic Quality Enhancement Committee**
- 9.5 University Appointments Review Committee**
- 9.6 Report of the Provost: Faculty Appointments, Leaves**
- 9.7 Graduate Work-integrated Learning (GradWIL) Initiative: Final Report**
- 9.8 Report - Vice President, Research and International: Awards, Distinctions, Grants, Waterloo International Engagements**

10. Items Removed from the Consent Agenda

No items were removed from the consent agenda.

11. Other Business

11.1 Discussion Item: Making Use of Existing Senate Committees for Review of Academic Programs

Nugent raised concerns that, even if the membership rationale of the Academic Innovation Working Group presented seem reasonable, deferring decisions to senior administration may undermine the Senate's statutory authority, especially since in his view biases and administrative framings are often embedded in proposals, and the composition of decision-making bodies is heavily skewed toward senior administration. A request was made to add senators and students to the Academic Innovation Working Group.

A senator added that while it's important to acknowledge that the administration is fulfilling its duties, the core issue is that in their view these matters fall under the Senate's jurisdiction, and as elected members, it is our responsibility to uphold that role which could be done through existing committees; meaningful involvement of teaching faculty is essential and cannot be replaced by consultation alone.

Goel noted that Senate will strike a working group in the fall [see item 8.3] to review Senate engagement and governance practices. Senators were encouraged to send feedback to the Secretariat to inform areas the working group could review.

There was no other business. Senate proceeded into confidential session.

For Information**Open Session**

To: Senate

From: Vivek Goel
President and Vice-Chancellor

Date of Meeting: September 22, 2025

Agenda Item: **3.1 General Update**

Summary

Dr. Vivek Goel, President and Vice-Chancellor, will provide an update on matters of interest to Senate.

For Approval**Open Session**

To: Senate

From: Senate Executive Committee

Date of Meeting: September 22, 2025

Agenda Item: 4.1 **Report of the Senate Executive Committee: Senate Engagement Working Group**

Recommendation/Motion

That Senate establish an ad hoc working group to review current practices and opportunities to enhance senator engagement, as presented.

Summary/Proposal

In 2022, a governance review of the University of Waterloo Senate was undertaken with the support of external experts, with a view to improving the Senate's governance and operations. Areas initially identified for the review included making Senate discussions more strategic, streamlining meeting frequency, fostering connectivity with the Board of Governors, refining meeting materials, and generally enhancing Senate's function and operation.

A [final report](#) with 38 recommendations was endorsed by Senate in June 2022. Most recommendations have since been implemented, including introduction of a governance portal, streamlining agendas and improvements to materials, enhancements to orientation, and review of committee and council structures and mandates. A status report on implementation of recommendations was provided to the Senate Executive Committee at its [meeting](#) May 28, 2024.

As part of an ongoing commitment to continuous improvement and leading governance practices, the UW Secretariat is currently undertaking several initiatives aimed at enhancing Senate governance effectiveness. To ensure meaningful engagement of senators in this activity, and to address feedback received from senators through dialogue and recent Senate evaluation surveys, it is proposed that a working group be established to support and advance this work, as outlined below.

Members of the working group are proposed to be appointed/elected from among the members of Senate. The working group will be supported by the Secretariat and operate through a transparent and consultative process. The mandate of the working group will be to review, develop and recommend proposed changes to selected Senate governing documents and processes insofar as they relate to senator engagement and the matters outlined below, with a view to continuous improvement, leading practices in academic and bicameral governance, and responsiveness to senator feedback.

The working group is expected to convene in November 2025 and will provide regular progress reports to Senate, through the Senate Executive Committee. Recommendations to Senate would be made through SEC in accordance with established governance procedures.

While the scope of the working group may evolve, as determined by the working group, the following areas are anticipated to fall within the review: membership and elections, senator roles and responsibilities, rules of order, and senate effectiveness, as described in the draft mandate.

The proposed composition of the working group is outlined below. It is proposed that, should the SEC and Senate accept the recommendation to strike a working group, a call for expressions of interest from Senators will be issued following the September 22nd Senate meeting. Following the call, the SEC will propose a membership slate for approval by Senate, ensuring balance across faculties, as well as consideration of balancing gender and experience on Senate.

Jurisdictional Information

As provided for in Senate Bylaw 2, section 1.04, the committee is empowered to make approvals on behalf of Senate and to make recommendations to Senate as follows:

- f. To make recommendations to Senate as may be necessary from time to time regarding the establishment of ad hoc committees of Senate, such recommendations to include the terms of reference of any such committee and a list of nominations for the membership thereof.
- g. To receive and review the reports and recommendations of all committees and councils, prior to their presentation to Senate and to make at its discretion recommendations to Senate thereon.

Governance Path

Senate Executive Committee: September 8, 2025

Senate: September 22, 2025

Ad Hoc Working Group on Senate Engagement

Draft Terms of Reference

1.1 Draft Terms of Reference

1.1.1 Mandate

To provide recommendations that enhance senator engagement with senate governance, structures, and processes as identified within the terms of reference. The ad hoc working group will report regularly to the Senate Executive Committee (SEC) on progress. Final proposals to be brought forward to Senate for consideration, on recommendation of the SEC.

1.1.2 Responsibilities

- Review existing governance frameworks and processes as outlined in the work plan, including but not limited to:
 - *Nominations and Elections*: Review current practices and make recommendations as appropriate to increase participation from among a diversity of UW community members, with a view to bolstering Senate and committee/council discussions through a wider range of perspectives.
 - *Senator Roles and Responsibilities*: Review current practices and make recommendations as appropriate to provide clarity of roles and responsibilities for individual senators, the chair, and committee/council chairs.
 - *Rules of Order*: Review current practices and make recommendations as determined appropriate regarding expectations for participation in Senate processes, discussions, and committees/councils.
 - *Senate Effectiveness*: Review senate effectiveness survey results over the past three years and make recommendations to address senator feedback, as determined appropriate, and with a view to leading practices in academic and bicameral governance.
- Consult with senators and stakeholders to gather input, as applicable to the working groups mandate,
- Draft documents, reports, and recommendations for consideration
- Monitor trends, identify leading practices and emerging governance issues relevant to Senate

1.1.3 Meetings

Meetings will be held regularly, virtually or in-person as the discretion of the co-chairs. See section 1.3 for proposed meeting cadence.

1.2 Membership

Appointed by SEC

- Co-Chairs (2):
 - Faculty Senator
 - Ex-officio member of Senate
- 2 members of SEC

Appointed by Senate

- 6 Faculty Senators (one from each Faculty)
- 1 Undergraduate Student Senator
- 1 Graduate Student Senator

Non-voting Resources

- Associate University Secretary (secretary to the working group)
- Governance Officer
- University Secretary

1.3 Preliminary Workplan

Date	Purpose
September 22, 2025 – Senate Meeting	Call for Nominations
October 3, 2025 – Virtual	Deadline for Nominations
October 6, 2025 – SEC Meeting	Review List of Nominations
October 20, 2025 – Senate Meeting	Report to Senate on Membership
November 2025 – Meeting 1	Working Group Kick-Off Meeting & Review of Senate Effectiveness Survey Results
November 2025 – Meeting 2	Review Membership and Elections
December 2025 – Meeting 3	Review Membership and Elections
January 2026 – Meeting 4	Review Roles and Responsibilities
February 2026 – Meeting 5	Review Roles and Responsibilities
March 2026 – Meeting 6	Review Rules of Order
March 2026 – Meeting 7	Review Rules of Order
April 2026 – Meeting 8	Final Recommendations
May 4, 2026 – Senate Meeting	Report to Senate

For Approval**Open Session**

To: Senate

From: Senate Graduate & Research Council and Senate Undergraduate Council

Presenter(s): Charmaine Dean
Vice-President, Research & International

David DeVidi
Associate Vice-President, Academic

Date of Meeting: September 22, 2025

Agenda Item: **5.1 Joint Report – Senate Graduate & Research Council and Senate Undergraduate Council: Academic Calendar Dates for 2026-27**

Recommendation/Motion

To approve the 2026-2027 academic calendar dates and calendar guidelines for establishing academic dates, as presented.

Summary

Senate Graduate & Research Council and Senate Undergraduate Council met on June 16, 2025, and recommended that this item be forwarded to Senate for approval. The dates lay out major academic milestones throughout the year and provide guidance to units throughout the campus community as they conduct academic planning within their respective areas.

Jurisdictional Information

This item is being submitted to Senate in accordance with Senate Bylaw 2, section 4.03(a):

Make recommendations to Senate with respect to the governance, direction and management of, or any changes in rules, regulations or policies for graduate studies and research in the university." section 5.03(a): "Make recommendations to Senate with respect to rules and regulations for the governance, direction and management of undergraduate studies in the university.

Governance Path

Senate Undergraduate Council: June 16, 2025

Senate Graduate & Research Council: June 16, 2025

Senate: September 22, 2025

Documentation Provided:

- 2026-2027 Academic Calendar Dates and Calendar Guidelines for Establishing Academics Dates

**OFFICE OF THE REGISTRAR REPORT TO
SENATE UNDERGRADUATE COUNCIL and
SENATE GRADUATE & RESEARCH COUNCIL
June 2025**

1. REGULATIONS

1.1 Academic Calendar Dates for 2026-2027

1.2 Guidelines for Determining Academic Calendar of Dates

Academic Calendar Dates, 2026-2027

	Fall 2026	Winter 2027	Spring 2027
Co-operative Work Term Begins	Sept. 8 (T)	Jan. 11 (M)	May 10 (M)
Classes Begin	Sept. 9 (W)	Jan. 11 (M)	May 10 (M)
Holidays	Oct. 12 (M) – Thanksgiving	Feb. 15 (M) – Family Day Mar. 26 (F) – Good Friday	May 24 (M) – Victoria Day July 1(R) – Canada Day July 2 (F) – Additional Day Aug. 2 (M) – Civic Holiday
Reading Week	Oct. 10-18 (S-U)	Feb. 13-21 (S-U)	N/A
Convocation	Oct. 23, 24 (F, S)	N/A	June 15-19 (T-S)
Classes End	Dec. 8 (T)	Apr. 12 (M)	Aug. 5 (R)
Make-up Day(s) for in-term holidays	N/A	Apr. 12 (M) for Mar. 26 (F)	Aug. 3 (T) for May 24 (M) Aug. 4 (W) for July 2 (F) Aug. 5 (R) for July 1 (R)
Pre-Examination Study Day(s)	Dec. 9 (W)	Apr. 13, 14 (T, W)	Aug. 6 (F)
Examinations Begin	Dec. 10 (R)	Apr. 15 (R)	Aug. 9 (M)
In-Person Exam Days for Online Courses	Dec. 11 (F) Dec. 12 (S) Dec. 18 (F) Dec. 19 (S)	Apr. 16 (F) Apr. 17 (S) Apr. 23 (F) Apr. 24 (S)	Aug. 13 (F) Aug. 14 (S) Aug. 20 (F)
Examinations on Sunday	Dec. 13 (U)	N/A	N/A
No Exams on the Following Days	Dec. 20 (U)	Apr. 18 (U) Apr. 25 (U)	Aug. 15 (U)
Examinations End (including Emergency Day)	Dec. 23 (W)	Apr. 30 (F)	Aug. 21 (S)
Co-operative Work Term Ends	Dec. 23 (W)	Apr. 30 (F)	Aug. 20 (F)
Teaching weeks/days	60 days	60 days	60 days
Pre-examination Study Day(s)	1	2	1
Examination days	12 + 1 emergency day	13 + 1 emergency day	11 + 1 emergency day

Symbols and abbreviations:

(M) Monday, (T) Tuesday, (W) Wednesday, (R) Thursday, (F) Friday, (S) Saturday, (U) Sunday, N/A – Not Applicable

Guidelines for Determining Academic Calendar of Dates

The following are principles and guidelines either formally agreed upon by Senate or adopted as common practice in determining the dates for the academic year.

1. That the practice of setting dates for each academic year continues to be an annual exercise.
2. That there be no fewer than 60 teaching days in a term. A clear rationale for fewer than 60 teaching days must be communicated to Senate at the time calendar dates are approved. In calculating teaching days in a term, Saturdays, Sundays, and statutory or University holidays are excluded.
3. That attention be given to balancing the number of meets in courses. Where an imbalance may occur because of ~~statutory~~ **public** holidays, the class schedule for a day different than the calendar day can be used to balance the number of course meets.
4. That fall convocation be the Friday and Saturday that fall in the third full week (beginning Sunday) of October.
5. That spring convocation be the Tuesday to Saturday in the second full week (beginning Sunday) in June.
6. That the Reading Weeks occur in all faculties in the fall and winter terms. They must begin on the Saturday before the public holidays of Thanksgiving Day and Family Day and will end on the following Sunday.
7. That fall term classes in September begin on the Wednesday following the Labour Day holiday.
Exception: The Fall Term begins on Tuesday, September 8th when Labour Day is September 7th.
8. That the start date for winter term be set as follows:
 - If January 1st is a Sunday, then start of classes is Monday, January 9th.
 - If January 1st is a Monday, then start of classes is Monday, January 8th.
 - If January 1st is a Tuesday, then start of classes is Monday, January 7th.
 - If January 1st is a Wednesday, then start of classes is Monday, January 6th.
 - If January 1st is a Thursday, then start of classes is Monday, January 5th.
 - If January 1st is a Friday, then start of classes is Monday, January 11th.
 - If January 1st is a Saturday, then start of classes is Monday, January 10th.
9. The start date for spring term be set as follows:
 - If May 1st is a Sunday, then start of classes is Monday, May 9th.
 - If May 1st is a Monday, then start of classes is Monday, May 8th.
 - If May 1st is a Tuesday, then start of classes is Monday, May 7th.
 - If May 1st is a Wednesday, then start of classes is Monday, May 6th.
 - If May 1st is a Thursday, then start of classes is Monday, May 5th.
 - If May 1st is a Friday, then start of classes is Monday, May 11th.
 - If May 1st is a Saturday, then start of classes is Monday, May 10th.
10. That there be no fewer than one pre-examination study day and when possible, two pre-examination study days (excluding Saturday, Sunday, and holidays) between the end of classes and the beginning of final examinations. A clear rationale for using fewer than two days or Saturday, Sunday, and holidays as pre-examination study days, must be communicated to Senate at the time calendar dates are approved.

11. That there be no fewer than 13 final examination days in the fall and winter terms, and 11 final examination days in the spring term. In addition, one Emergency Day with no scheduled final examinations is added to the end of the Final Examination Period.
12. In calculating final examination days, Saturdays which fall within the period are included, whereas Sundays and public or University holidays are excluded.
Exceptions:
 Final examinations will not be scheduled on the Saturday following Good Friday when that day falls within the Final Examination Period or the Saturday of the Civic Day weekend.
 The first Sunday within the Final Examination Period may be used when required to accommodate the prescribed number of final examination days in the fall term.
13. That in the fall term no final examinations be scheduled beyond December 22nd. The Emergency Day cannot be scheduled beyond December 23rd.
14. That **final examinations for online courses be scheduled on any Friday evening or Saturday within the Final Examination Period. And that final examinations for courses with both online sections and on-campus sections be scheduled together wherever possible.** ~~Online Course Examination Days in each term be the first consecutive Friday and Saturday and the second consecutive Wednesday and Saturday in the examination period.~~
15. Grades due dates for on campus courses that have a scheduled final examination are normally scheduled seven days from the date of the final examination. Grades for online courses that have a scheduled final examination are due on the last day of the grades submission period. Grades for all courses without a scheduled final examination are normally due 14 days after the start of examinations.
16. Co-op work terms are expected to be 16 weeks in duration. Actual start and end dates may vary depending on employer or student requirements in consultation with Co-operative Education.

Rules that Require Exceptions with Rationale:

Rule 7

...That fall term classes in September begin on the Wednesday following the Labour Day holiday.

Exception: *The Fall Term begins on Tuesday, September 8th when Labour Day is September 7th.*

In order to accommodate the regular Orientation Programming schedule, 2026 fall term classes will begin on Wednesday, September 9, 2026.

Rule 11

...That there be no fewer than 13 final examination days in the fall and winter terms, and 11 final examination days in the spring term. In addition, one Emergency Day with no scheduled final examinations is added to the end of the Final Examination Period.

In order to accommodate the regular Orientation Programming schedule and beginning of classes on Wednesday, September 9, 2026, only 12 final examination days will be scheduled.

Rule 12

... The first Sunday within the examination period may be used when required to accommodate the prescribed number of examination days in the Fall Term.

With 2026 fall term classes beginning September 9, 2026, and the scheduling of only 12 final examination days, the first Sunday within the exam period was required for scheduling exams.

Prepared by:

C. Newell Kelly, Registrar, May 2025

For Information**Open Session**

To: Senate

From: Office of the President

Presenter(s): Vivek Goel, President and Vice-Chancellor
Chris Read, Associate Provost, Students
Chair, Policy 42 Drafting Committee

Date of Meeting: September 22, 2025

Agenda Item: **6.1 Proposed Amendments to Policy 42 – Gender-Based and Sexual Violence Alleged Against Students**

Recommendation/Motion

This revised draft of Policy 42 – Gender-Based and Sexual Violence Alleged Against Students (formerly known as Policy 42 – Prevention of and Response to Sexual Violence) is presented for the information of Senate members.

Summary

In compliance with the *Ministry of Training, Colleges and Universities Act*, R.S.O. 1990, Chapter M.19. which requires the University to review its sexual violence policy at least once every three years and amend it as appropriate, the University began its review of Policy 42 in April of 2023.

After careful consideration of past experiences at the University of Waterloo, feedback received, including in particular feedback from students and decision-makers, best practices at other institutions and guidance from experts on gender-based violence and sexual violence, the Policy 42 Drafting Committee (the PDC) has presented the attached revised draft of the Policy, which reflects input from across the University community including a range of University governance committees, student leadership, academic leadership, and student support units. The revised draft has received the support of University President, Vivek Goel.

The redrafted Policy includes the following major changes to previous practices:

- 1) **Inclusion of Gender-Based Violence:** the range of behaviour that is captured under Policy 42 now includes acts of gender-based violence in addition to sexual violence. Sexual violence is a form of gender-based violence, and by including gender-based violence, the PDC aimed to provide options to address a wider spectrum of abusive behaviours.
- 2) **Reduction of Scope:** formal investigation processes and alternative dispute resolution will no longer be available where there are allegations of harm occurring

off-campus, not associated with University events. The exclusion of unrelated off-campus incidents preserves the boundary between students' personal and academic lives, and ensures that accountability in these instances remains with the appropriate external authorities. Support for individuals in these circumstances remains available, along with a new option to pursue a joint agreement with the individual alleged to have caused harm, but the University will no longer investigate and/or make findings of fact or breach of policy related to allegations that are not associated with University activities.

- 3) **Change in Decision-Maker:** decision-making under Policy 42 is transferred from the Associate Deans to the Associate Provost, Students, or their delegate. This change serves to reduce potential inconsistencies between faculties, reduce the potential for a perception of bias in the consideration of academic matters by Associate Deans, and enhance clarity for students.

One of the primary goals of the PDC was to improve the readability of the Policy, particularly for students. Throughout consultation the University community expressed their views that this goal had been accomplished.

Jurisdictional Information

Policy 42 is a Class G policy, as described in Policy 1 – Initiation and Review of University Policies. With respect to the initiation, development and approval of Class G policies, the President determines the consultation path required prior to his acceptance or rejection of the revised draft.

The Policy will be presented to the Community & Culture Committee and the Board of Governors for approval at their October 2025 meetings.

Governance Path

The PDC, in consultation with the University President and representatives from the Waterloo Undergraduate Student Association (WUSA) and the Graduate Student Association (GSA), undertook consultations with the following individuals, committees and departments:

- Presidents and Vice-Presidents
- Undergraduate Student Relations Committee (USRC)
- Graduate Student Relations Committee (GSRC)
- Faculty Relations Committee (FRC)
- Staff Relations Committee (SRC)
- Undergraduate Operations Committee
- Graduate Operations Committee
- Associate Deans, Undergraduate Studies
- AccessAbility Services
- GSA Council
- WUSA Advocacy Positions Committee
- WUSA 3AC
- Athletics and Recreation
- Campus Housing
- Campus Wellness
- Co-operative and Education
- Conflict Management Office
- Office of Equity, Diversity, Inclusion and Anti-Racism

- Office of Indigenous Relations
- Office of the Ombudsperson
- Faculty Deans
- Graduate Studies and Postdoctoral Affairs
- Registrar's Office
- Safety Office
- Secretariat
- Special Constable Service

Additionally, the revised draft was posted online for wider community feedback.

Documentation Provided

Revised Draft Policy 42 – Gender-Based and Sexual Violence Alleged Against Students.

Established:	1 January 2017
Revised:	1 February 2022
Class:	G
Responsible/Originating Department:	Office of the Associate Provost, Students
Executive Contact:	Associate Provost, Students

Related Policies, Guidelines and Procedures:

Policy 33 – Ethical Behaviour
Policy 34 – Health, Safety and Environment
Policy 70 – Student Petitions and Grievances
Policy 71 – Student Discipline

Note: Capitalized terms used in this document have the meaning assigned to them in Appendix A of this Policy.

POLICY**1. Introduction**

The University of Waterloo (the University) is committed to cultivating a safe and inclusive environment where every member of the community can thrive, without the fear of gender-based and sexual violence.

Gender-Based Violence (GBV) is any kind of harm or abuse that happens because of a person's gender, how they express it, or how others see their gender. GBV can take different forms, including, but not limited to, physical, sexual, psychological, and emotional abuse.

Sexual Violence is a form of GBV. Sexual Violence includes any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, Sexual Harassment, stalking, indecent exposure, voyeurism and sexual exploitation.

The University takes its commitment to combat Gender-Based and Sexual Violence (GBSV) seriously. This includes providing policies and procedures for those who choose to report GBSV, providing support to impacted community members, providing education, training and awareness activities on the prevention of GBSV, and making efforts to address underlying systemic roots of GBSV. Through this Policy, the University strives to reduce barriers to reporting GBSV and to foster a proactive community that embodies authentic care, concern, and respect for each other and our shared environment.

The University recognizes the intersectional nature of the work to both prevent, and respond to, GBSV within the University community.

The Sexual Violence Prevention and Response Office (SVPRO) supports all members of the University of Waterloo campus community who have experienced or been impacted by GBSV. This includes providing information about supports and resources available on and off campus, short-term coping and management strategies, and discussing reporting procedures. In addition to providing direct support, the SVPRO provides educational programming through training, workshops, and awareness-raising initiatives to foster a culture of consent for the University community.. These initiatives, including training, are available to all members of the University community.

2. Purpose

The procedures and supports described in this Policy are available in circumstances where the person alleged to have caused harm (the Respondent) is a University Student. The main objectives of the Policy are to:

- inform individuals impacted by GBSV of supports available to them, and how to access them;
- establish the procedural options available within the University to individuals impacted by GBSV allegedly committed by a University of Waterloo Student ;
- outline the University's response to Disclosures;
- outline roles, responsibilities and rights related to GBSV;
- ensure due process and fairness; and
- contribute to the cultivation of a culture that prioritizes safety and Consent for all University community members.

3. Legal Framework

In addition to the abovementioned “Related Policies, Guidelines and Procedures”, the policy will be construed in accordance with applicable law, in particular:

- *Ministry of Training, Colleges and Universities Act*, R.S.O. 1990, c. M.19
- *Criminal Code*, R.S.C., 1985, c. C-46
- *Occupational Health and Safety Act*, R.S.O. 1990, c. O.1
- *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. F.31
- *Human Rights Code*, R.S.O 1990, c. H.19
- *University of Waterloo Act 1972*, S.O., 1972, c. 200
- *Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment)*, 2016, S.O. 2016, c.2

This policy shall be reviewed , at least once every three years, with student input, and will be amended as required to remain compliant with applicable legislation, regulations, and ministerial directives. In the event of any changes to the legal framework, including amendments, repeals, or new enactments, this policy shall be interpreted and applied in accordance with the most current legal requirements.

4. Scope

This Policy provides procedures and supports aimed at addressing instances of GBSV, where the person alleged to have caused harm is a University of Waterloo Student. For the purposes of this Policy, a Student is an individual who is currently registered at the University of Waterloo, with fees paid or arranged, or an individual who was a student, has not graduated, and can resume studies at the University without having to initiate a formal petition or re-application. This includes students on approved leave, exchange, co-op terms, and graduate students on approved inactive term(s), where applicable.

A University procedure may be initiated by a Student or employee when they believe they have directly experienced GBSV by a University of Waterloo Student (the Respondent).

Where the person alleged to have caused the harm is not a University of Waterloo Student, but is a University employee, or a Student who caused the harm in the context of their employment with the University, options may be pursued under Policy 33 – Ethical Behaviour.

There are three procedures available within the University to address concerns raised under this Policy. They include a Joint Agreement, Alternative Dispute Resolution and a Formal Complaint. The decision to initiate a procedure, and which procedure to initiate, lies with the Complainant. This decision can be complex and should be carefully evaluated. Support in making this decision is available from the SVPRO. Support is available to any University community member who discloses their experience to the University.

While the choice of the Complainant will be a major factor considered, the availability of each procedure depends on the circumstances surrounding the alleged incident(s) of GBSV. The authority to determine which procedure(s) are ultimately available to address the concerns raised lies with the Decision-Maker. In making this determination, the Decision-Maker will consider the wishes of the person who is alleged to have experienced GBSV, and the input of the person alleged to have caused harm where applicable. The Decision-Maker may also seek guidance from University Advisors. Where requested, the authority to determine whether it is appropriate to change procedures mid-process also lies with the Decision-Maker.

In circumstances where a disclosure or complaint involves allegations that may fall under both this Policy and Policy 33 – Ethical Behaviour (e.g. harassment, discrimination, or abuse of authority), the Decision-Maker will consult with University Advisors to determine the most appropriate policy framework for addressing the concern. This determination will consider:

- the nature and context of the alleged conduct;
- the relationship between the parties (e.g. student-student, student-employee);
- the definitions and procedural requirements of each policy; and
- the preferences of the individual who has alleged that they have experienced harm, where possible.

Where appropriate, a coordinated response may be implemented to ensure procedural fairness, avoid duplication, and uphold the trauma-informed principles of this Policy. In all cases, the University will strive to ensure that disclosures and complaints are addressed under the policy that best reflects the nature of the harm and the needs of the parties involved. Definitions of key terms such as “gender-based violence”, “sexual violence”, and “harassment” will be interpreted consistently across University policies. Where discrepancies arise, the University will provide clarification to affected parties.

A summary of potential outcomes arising out of the procedures described in this Policy can be found in section 13.

5. Guiding Principles

5.1 Rights of All Participants

All participants in any proceeding under this Policy have the following rights:

- to be treated with compassion and respect with regard for personal dignity;
- to have their privacy reasonably respected under strict rules of confidentiality (subject to limits described in section 7.4);
- to have access to processes and procedures grounded in a recognition of the impacts of cultural, historic, racial, and gendered-trauma, respectful of diverse cultural expectations, social norms and lived experiences, where irrelevant questions are not asked;
- to be protected from any acts of reprisal, or expressed or implied threat of reprisal stemming from their participation in any procedure under this Policy or any Disclosure made, provided their participation is in good faith;

- to have matters addressed as expeditiously as possible, and to be informed when stated deadlines are extended;
- to a process grounded in the principles of natural justice, ensuring fairness and impartiality, including the right to be heard and to respond, and the right to receive a reasoned and unbiased decision;
- to be provided information about supports available where well-being is questioned, including concern that a disability exists or where an individual may otherwise need assistance, accommodations, or aid; and
- to be accompanied by a Support Person to any meetings with University administrators or investigators.

5.2 Rights of Those Who Disclose

All individuals who Disclose their GBSV experience to the University:

- are entitled to access the available supports, services and accommodations referred to in this Policy regardless of whether they file an official Complaint under this Policy;
- are entitled to make their own decisions about whether to pursue internal and/or external avenues of redress and/or their level of participation in any process undertaken by the University;
- will not be subjected to discipline or sanctions under University policies for violations related to drug or alcohol use at the time of the incident they are reporting, provided the Disclosure is made in good faith; and
- will not be asked irrelevant questions during the investigation process by the University's employees or investigators, including irrelevant questions relating to sexual expression or past sexual history.

6. Decision-Making Authority

Authority for decisions made under this Policy lies with the Associate Provost, Students, or their delegate. Throughout this Policy, this person is referred to as the Decision-Maker.

In rendering any decision under this Policy, the Decision-Maker may consult with University Advisors, on a confidential basis, including, but not limited to, the following individuals and University departments:

- the SVPRO;
- the Special Constable Service;
- Legal and Immigration Services;
- Co-operative and Experiential Education;
- the Associate Dean(s) of the Complainant and Respondent;
- Human Resources/Managers/Supervisors;
- Counselling Services; and
- Campus Housing.

The Decision-Maker may seek advice from external subject-matter experts as needed.

7. Key Concepts

7.1 Disclosure

A Disclosure is the sharing of information about an incident or incidents of GBSV with a member of the University community for the purpose of receiving support, services, accommodations and/or learning about potential complaint procedures available through this Policy. A Disclosure may be made by any member of the University community who has experienced GBSV regardless of whether the person

alleged to have caused harm is a University of Waterloo Student, and regardless of where or when the GBSV occurred. Section 8 of the Policy outlines steps any member of the University community should take upon receipt of a Disclosure.

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Further details are provided in section 8 of this Policy.

7.2 Complaint

A Complaint is a written document that shares information about an incident or incidents of GBSV allegedly committed by a University of Waterloo Student. A Complaint is submitted to the Decision-Maker for the purpose of initiating a procedure under this Policy. A Complaint is required to pursue the following procedures:

- Joint Agreement
- Alternative Dispute Resolution
- Formal Investigation

In all cases where a Complaint is pursued, Interim Measures will be considered and implemented as appropriate.

7.3 Interim Measures

Interim Measures may form a part of any Complaint process under this Policy.

Interim Measures are not punitive measures. They are temporary conditions and/or restrictions that may be placed on Complainants and Respondents under this Policy and are limited to areas over which the University has authority. Interim Measures are implemented to support a safe campus environment and to maintain the integrity of the process. Interim Measures do not represent a finding that there has been a Policy breach but are meant to prevent harm from occurring, personally and/or procedurally. They may be in place for a specific period or until the case is concluded, and they can be altered by the Decision-Maker as necessary.

Interim Measures are to be as minimally restrictive as possible with specifics to be considered on a case-by-case basis. They are, however, serious conditions. A breach of Interim Measures may be considered as a further breach under this Policy or as an aggravating factor when determining outcomes. A breach of Interim Measures may be referred to the Student's Associate Dean or to an employee's Manager/Supervisor/Dean for consideration under other relevant University policies.

Examples of Interim Measures include:

- a requirement to not have contact with specified individuals;
- limited access to specified areas of the University at all or specified times;
- loss of University privileges;
- residence relocation, if residing within Campus Housing;
- changes to course schedules, or specific arrangements within a course;
- increased monitoring or supervision, for example with periodic check-ins with the Student's Associate Dean; and
- any other condition, restriction or requirement that is appropriate and proportionate to the situation, that meets the goals of maintaining safety and the integrity of any procedure, including potential investigation.

7.4 Limits to Confidentiality and University-Led Processes

To the greatest extent possible, the University will respect an individual's choice not to file a Complaint, and will keep any Disclosure made to the University confidential (sharing information within the

University on a need-to-know basis only), prioritizing safety and, to the extent possible, anonymity. In exceptional circumstances, where required by law, where required by professional duties, or where a risk or potential risk of harm to the health and safety of the campus and/or campus community is identified by the Decision-Maker, and where sufficient identifying information is presented, information disclosed will be submitted to the Safety Office of the University for risk assessment, and/or, the Special Constable Service and/or submitted to the Associate Dean of the person alleged to have caused harm.

Where the results of the risk assessment require further action by the University, possible outcomes include:

- referral to the Decision-Maker for consideration as a Complaint, noting that the individual who originally Disclosed has the right to refuse participation in any resulting process; or
- notification/referral to third parties, such as local police or child protection authorities; and/or
- other response(s) deemed appropriate by the Decision-Maker in the circumstances.

The University's Special Constable Service (SCS) will inform Waterloo Regional Police Services (WRPS) or other local police, of a Disclosure or Complaint that is brought to their attention in the following circumstances:

- (a) where the affected person(s) actively and specifically request the SCS to notify WRPS to formally report the alleged or potential offence of sexual assault (on or off campus); or
- (b) where the affected person(s) do not request the SCS to notify WRPS to formally report the alleged or potential offence of sexual assault (on or off campus) but where:
 - (i) there is a broader public safety concern;
 - (ii) there is reason to believe that there is a local police investigation underway involving the alleged Respondent; and/or
 - (iii) there is a reasonable basis to believe that an offence may have been committed by making the Disclosure or Complaint.

The following offences, and their attempts, are among those that must be referred to WRPS for investigation when formally reported to the SCS:

- intimate partner violence (past or present);
- domestic disputes or arguments involving people who are, or have been in an intimate relationship;
- child pornography;
- criminal harassment;
- hate crime offences;
- aggravated assault;
- assault causing bodily harm; and
- voyeurism.

Where a University led process is undertaken, the individual who has Disclosed, and to the extent possible the Respondent, will be kept apprised with updates on actions taken and any outcomes imposed as legally permitted.

8. Disclosures

8.1 Overview

Any individual University community member who has experienced GBSV can choose to Disclose their experience without filing a Complaint. A Disclosure does not initiate a University-led response unless determined necessary, as described in section 7.4. The SVPRO is available to assist any member of the University community who has experienced or been impacted by GBSV.

8.2 Intake

The University recognizes that Complainants who have experienced GBSV might initially Disclose to a trusted University community member, who is not the Decision-Maker or their delegate or the SVPRO. The University recognizes that Disclosures are often shared in confidence, that the Complainant may have an expectation of confidentiality, and that in many cases confidentiality is essential for Complainants to come forward. Accordingly, while the University community member may consult with the SVPRO for advice without revealing identities, they are expected to hold such information in confidence, except as permitted by the Complainant or if the limits to confidentiality outlined in section 7.4 of this Policy apply. The University community member should:

- keep the Disclosure confidential, unless the person making the Disclosure consents, or one of the limits to confidentiality in this Policy applies;
- provide information about on-campus resources, including SVPRO;
- with consent from the person who has disclosed, contact the SVPRO to make a referral for support; and
- follow-up with the SVPRO as someone who has received a Disclosure, to confidentially debrief, if appropriate.

A University community member who witnesses an incident of GBSV affecting another member of the University community should contact the Special Constable Service or the SVPRO.

8.3 Supports Available

Examples of supports that can be provided by the SVPRO upon Disclosure include:

- providing a safe space for individuals to Disclose their experience(s), in as little or as much detail as they wish;
- discussing resources, both on and off campus that could provide further support or assistance, and provide referrals;
- discussing short-term coping strategies;
- collaborating with campus partners to facilitate requests for academic and workplace accommodations, residence adjustments, safety planning, and other identified needs;
- reviewing available Complaint procedures within the University; and
- reviewing available processes outside of the University, including reporting to regional police services.

Other supports available include:

- AccessAbility Services;
- Conflict Management Office;
- Counselling Services;
- Health Services;
- Occupational Health;
- Office of Equity, Diversity, Inclusion and Anti-Racism;
- Office of Indigenous Relations;
- Office of the Ombudsperson;
- Safety Office;
- Special Constable Service; and
- Faculty Associate Dean, Graduate and Undergraduate.

A Disclosure does not automatically initiate an investigation. An investigation may be initiated by the University in limited circumstances, as described in section 7.4.

PROCEDURES

In addition to the supports available to any University community member who Discloses their experience, the following sections of the Policy outline procedures available to University community members who have experienced GBSV. These procedures include:

- Joint Agreements (initiated by filing a Complaint as described in section 9, detailed in section 10, below);
- Alternative Dispute Resolution (initiated by filing a Complaint as described in section 9, detailed in section 11); and
- Formal Complaints (initiated by filing a Complaint as described in section 9, detailed in section 12).

9. Complaints

9.1 Overview

The submission of written concerns is required to initiate any of the procedures described in sections 10, 11 and 12. The term Complaint is used in this Policy to describe the written document submitted by the person who has allegedly experienced harm (the Complainant) to initiate a Joint Agreement, Alternative Dispute Resolution or a Formal Complaint. A table of potential outcomes for each of these procedures is provided in section 13.

9.2 Intake

To initiate a Complaint, the Complainant must provide the Decision-Maker with as much of the following information as they can, in writing:

- (a) Complainant Information:** Full name, and as applicable, student ID, program of study, year of study, and/or department of employment.
- (b) Respondent Information:** To the extent known to the Complainant, full name, program of study, year of study and any other identifying information (such as email address).
- (c) Selection of Process:** Indication of the procedure the Complainant wishes to pursue (Joint Agreement, Alternative Dispute Resolution or Formal Complaint).
- (d) Incident Summary:** A description of the events leading to the Complaint including approximate dates and locations where possible.
- (e) Impact Statement:** A brief overview of the impacts on the Complainant.
- (f) List of Potential Witnesses:** A list of potential witnesses, if applicable, or individuals who may have knowledge of the incidents of the Complaint, including contact information where available, and a summary of the information they may share.
- (g) Complainant's Academic Commitments:** A description of the Complainant's academic life, including, for example, on-campus presence, participation in co-operative education, and research commitments.
- (h) Respondent's Academic Commitments:** To the extent known to the Complainant, a description of the Respondent's academic life, , including the examples listed in (g).
- (i) Complainant's Non-Academic Presence:** A description of the Complainant's non-academic life at the University, including, for example, engagement in activities such as athletic and

recreational activities, committee or club involvement, employment and leadership roles, and frequently visited campus locations.

- (j) **Respondent's Non-Academic Presence:** To the extent known to the Complainant, a description of the Respondent's non-academic life at the University, to the extent known, including the examples listed in (i).
- (k) **Requested Outcomes:** Specific terms or resolutions the Complainant seeks through the filing of the Complaint.
- (l) **Additional Information:** Any other information felt to be relevant to the Complainant in making the Complaint.

There are circumstances where a Complainant may not be able to provide some of the information requested above, especially in situations involving traumatic experiences. Complainants are encouraged to come forward with as much information as they are comfortable providing. Complaints can be supplemented with further information at any point before resolution, and can be reasonably altered as necessary. The SVPRO is available to assist with the preparation of Complaints, as are the employee and student representative associations and/or the CMO.

An allegation of GBSV made by someone other than the Complainant may be the subject of a Complaint to the University. The University's ability to address the Complaint will depend on several factors, including, but not limited to, the information available and the Complainant's decision regarding whether they wish to participate in any procedure. In such circumstances, the Decision-Maker will determine whether the Complaint will be addressed through the procedures outlined in this Policy.

If a Complaint is made anonymously, the University's ability to address the Complaint will be dependent on several factors, including, but not limited to, the information available to potentially substantiate the Complaint and to permit a procedurally fair process. In such circumstances, the Decision-Maker will determine whether the Complaint will be addressed through the procedures outlined in this Policy.

9.3 Potential Complaint Outcomes

Outcomes arising out of the Complaint procedures are limited to areas over which the University has jurisdiction or authority. This includes authority over access to University Property, use of University owned property or equipment, and participation in Off-Campus University Events.

Specific outcomes available through each procedure are described in sections 10, 11 and 12, and are summarized in the table contained in section 13.

10. Joint Agreement

10.1 Overview

A Joint Agreement is available where a Complainant, a Respondent and the Decision-Maker may be open to discuss terms and conditions that would facilitate the shared presence of the Complainant and the Respondent on campus and their participation in Off-Campus University Events. A Joint Agreement may be available before, or instead of, the Alternative Dispute Resolution procedure or Formal Complaint procedure. A Joint Agreement does not result in a finding of fact, or a finding of breach of policy. It results in an agreement between the Complainant, the Respondent, and the University, facilitated by and enforceable by the University. The facts alleged in the Complaint are not discussed or investigated, rather the Complainant and Respondent agree that arrangements should be made to support living, working, and studying on campus and participating in Off-Campus University Events with minimal disruption.

Outcomes could include no-contact orders, confidentiality orders and arrangements made to promote minimal contact between parties. Joint Agreements allow the University to make best efforts to ensure that the Complainant and the Respondent are not placed in the same learning spaces or with the same co-operative education employers. They also aim to limit the occurrence and impact of other encounters on campus, where possible (e.g., Campus Housing, student groups, Athletics & Recreation).

Interim Measures may be considered and imposed as a part of the procedure and until such time as a final Joint Agreement is reached.

10.2 Scope

Joint Agreements may be available when:

- (a) the person alleged to have caused the harm is a University of Waterloo Student; and
- (b) where at least one of the following are true:
 - the alleged incident(s) occurred on University Property, or;
 - the alleged incident(s) occurred in a manner that used University-owned property or equipment including telephones, computers, and computer networks, or;
 - the alleged incident involves technology facilitated GBSV, regardless of what form of technology is used; or
 - the alleged incident(s) occurred off campus when the incident is part of a University of Waterloo course, or;
 - the alleged incident occurred at an Off-Campus University Event that has been defined as such, or;
 - when the likely consequences of the incident may adversely affect the Complainant's course of learning, teaching, work, or living at the University.

10.3 Procedure

Once the Complaint is submitted, the following will take place:

- (a) **Confirmation of Receipt:** The Decision-Maker will inform the Complainant of receipt of the Complaint, and will ensure that the Complainant has been advised of the supports available to them.
- (b) **Jurisdictional Assessment:** The Decision-Maker will determine if the Complaint falls within the scope described in section 10.2. The Decision-Maker will also determine whether pursuit of a Joint Agreement is appropriate, taking into account relevant factors including but not limited to the nature of the Complaint, the likelihood of good faith participation, the presence of any power imbalances and whether the matter requires urgent or formal intervention. The Complainant will be informed of the Decision-Maker's decision in writing. If the Decision-Maker determines that a Joint Agreement is not appropriate, the procedure will end.
- (c) **Clarification:** If proceeding and if necessary, the Decision-Maker will ask the Complainant to clarify any points raised in the Complaint.
- (d) **Interim Measures Determination:** The Decision-Maker will assess whether any Interim Measures are necessary, and if so, determine their nature. The Decision-Maker will consult with University Advisors, as necessary.
- (e) **Notification of Jurisdictional Decision and Interim Measures:** The Complainant will be informed:
 - whether the matter falls within the jurisdiction of the University;
 - whether Interim Measures will be imposed; and, if applicable,

- what they will entail.
- (f) **Respondent Meeting:** The Decision-Maker will invite the Respondent to a meeting to explain the circumstances, present Interim Measures, if applicable, and share the Complainant's requested terms of agreement and outcomes. The Respondent will also be informed of supports available to them. The information discussed will be summarized in writing for the Respondent following the meeting.
- (g) **Interim Measure Adjustment:** Interim Measures will be adjusted as necessary and changes will be communicated to both the Complainant and the Respondent in writing.
- (h) **Consideration Period:** The Respondent will have at least five (5) business days to review the proposed terms and seek advice or support. Reasonable extensions will be granted by the Decision-Maker as needed.
- (i) **Respondent Submission:** The Respondent may accept the proposed terms or submit a counter-proposal.
- (j) **Complainant Review:** If alternative terms are proposed, they will be shared with the Complainant who will have at least five (5) business days to respond. The same rights to advice and support apply, and reasonable extensions will be granted as needed.
- (k) **Negotiation Procedure:** Discussions will continue through the same process of counter-proposals and responses, until either an agreement is reached or until the Decision-Maker has determined that it is not likely that an agreement will be reached. The Decision-Maker will keep both parties informed throughout the process.
- (l) **Outcome/Final Agreement:** If an agreement is reached, the Decision-Maker will share the agreement with necessary University departments for determinations on feasibility. Any alterations to the agreement will be shared with the parties, and a final document will be produced by the Decision-Maker for all parties to sign.
- (m) **Duration of the Agreement:** The agreement will remain in effect until one or both Students are no longer enrolled at the University.
- (n) **Modification of Agreement:** The agreement may be modified with the agreement of the parties, and/or at the Decision-Maker's discretion. The Complainant, Respondent, the Decision-Maker, or any University Advisor may request a review as needed.
- (o) **Record of Unresolved Cases:** If no agreement is reached, the University will keep a record of the attempt, which may be referenced if future complaints arise under this Policy, Policy 33 – Ethical Behaviour or if relevant concerns arise under the administration of Policy 71 – Student Discipline. If the matter is within the scope of the Alternative Dispute Resolution procedure or the Formal Complaint procedure, the Complainant may initiate either by informing the Decision-Maker.

10.4 Potential Outcomes

Joint Agreements generally result in:

- No-contact orders
- Restrictions on participation in portions of campus life
- Periodic check-ins with the Decision-Maker or their delegate
- Confidentiality agreements
- Such other term or condition that may be reasonable in the circumstances

11. Alternative Dispute Resolution

11.1 Overview

Alternative Dispute Resolution (ADR) may be an appropriate procedure where:

- The Respondent accepts that harm has occurred; and
- the Complainant and the Respondent wish to explore outcomes collaboratively with the assistance of a trained, impartial facilitator.

The key difference between ADR and a Joint Agreement is that in the case of ADR, there is an acknowledgment of harm caused. ADR is a voluntary process and the Complainant or the Respondent may withdraw at any time. A decision to withdraw does not limit the Complainant from pursuing a Formal Complaint.

Offices including the Conflict Management Office (CMO) and the Office of Indigenous Relations (OIR) assist the Decision-Maker with the facilitation of ADR as appropriate.

11.2 Scope

ADR may be available when:

- (a) the person alleged to have caused the harm is a University of Waterloo Student; and
- (b) where at least one of the following are true:
 - the alleged incident(s) occurred on University Property, or;
 - the alleged incident(s) occurred in a manner that used University-owned property or equipment including telephones, computers, and computer networks, or;
 - the alleged incident(s) occurred off campus when the incident is part of a University of Waterloo course or;
 - when the alleged incident occurred at an Off-Campus University Event that has been defined as such.

11.3 Procedure

Once the Complaint is submitted, the following will take place:

- (a) **Confirmation of Receipt:** The Decision-Maker will inform the Complainant of receipt of the Complaint and will ensure that the Complainant has been advised of the supports available to them.
- (b) **Jurisdictional Assessment:** The Decision-Maker will determine whether the Complaint falls within the University's jurisdiction, as described in section 11.2, and whether ADR is an appropriate method for resolving the concerns, taking into account relevant factors including but not limited to the nature of the Complaint, the likelihood of good faith participation, the presence of any power imbalances and whether the matter requires urgent or formal intervention. In arriving at this conclusion, the Decision-Maker will seek the advice of the CMO, or the OIR as appropriate, on the proposed method of ADR and will seek advice from other University Advisors as needed.
- (c) **Clarification:** If necessary, the Decision-Maker will meet with the Complainant to clarify any points raised in the Complaint.
- (d) **Interim Measures Determination:** The Decision-Maker will assess whether any Interim Measures are necessary, and if so, determine their nature. The Decision-Maker will consult with University Advisors, as necessary.

- (e) **Notification of Jurisdictional Decision and Interim Measures:** The Complainant will be informed:
- whether the matter falls within the Jurisdiction of the University;
 - whether ADR is appropriate in the view of the Decision-Maker;
 - the nature of the ADR that will be engaged; and
 - whether Interim Measures will be imposed; and, if applicable, what they will entail.
- (f) **Interim Measure Adjustment:** Interim Measures will be adjusted as necessary and changes will be communicated to both the Complainant and the Respondent in writing.
- (g) **Consideration Period:** The Complainant will have at least five (5) business days to decide whether they wish to proceed with ADR.
- (h) **Respondent Meeting:** If the Complainant decides to proceed with ADR, the Decision-Maker will meet with the Respondent to provide a summary of the allegations, present any Interim Measures, and share the Complainant's request to seek resolution through ADR with details of the proposed method of ADR. The Respondent will be informed that in order to proceed with ADR, they will be required to acknowledge that harm has occurred. The Respondent will be informed of supports available to them. The information discussed will be summarized in writing for the Respondent following the meeting.
- (i) **Consideration Period:** The Respondent will have at least five (5) business days to decide whether they wish to participate in ADR. During this time, they may consult trusted advisors or Support Persons. Reasonable extensions will be granted by the Decision-Maker as needed.
- (j) **ADR Arrangements:** If ADR is chosen, the Decision-Maker will contact the Conflict Management Office (CMO) or the Office of Indigenous Relations (OIR), where applicable, who will coordinate the procedure, including retaining external services as necessary, and will share necessary information relevant to the process with the Complainant, the Respondent and the Decision-Maker, including expected timelines. Face-to-face interaction is not required in ADR processes.
- (k) **ADR Procedure Management:** The ADR process will be managed by the CMO or the OIR with facilitation and support from the Decision-Maker as required. The CMO or the OIR will ensure a final report of outcomes is produced and shared with the Decision-Maker.
- (l) **Outcome Review by the Decision-Maker:** Upon submission of the final report, the Decision maker will review, seeking advice as necessary, and will either:
- accept the outcomes;
 - modify the outcomes to ensure safety, feasibility, compliance with legal rights and responsibilities and/or rules of fairness; or
 - reject the outcomes and require further ADR to seek an acceptable resolution.
- (m) **Final Agreement:** If applicable, a final agreement will be drafted by the Decision-Maker for signature by all parties.
- (n) **Unresolved Cases:** If ADR does not lead to a resolution, if either the Complainant or the Respondent determine that they no longer wish to participate, or if the Decision-Maker determines that it is not likely that a resolution will be reached, a final report will be prepared by the ADR facilitator, as arranged by the CMO or the OIR, for the Decision-Maker. The final ADR report will include a summary of the efforts undertaken, the resolutions that were proposed, any relevant evidence or information that was presented or arose through the ADR procedure, and any recommendations from the ADR facilitator and the CMO or the OIR. Both the Complainant and

the Respondent will have the opportunity to make written submissions to the Decision-Maker on their view of the failed ADR procedure. The Decision-Maker will review the ADR report, including any evidence or information submitted during that process and seek any additional information necessary to assess the case, including engaging in an investigation, if necessary. In this case, the procedure will follow that produced in sections 12.3 (h) – (o), below. The Decision-Maker will render a decision based on the balance of probabilities, and impose outcomes.

11.4 Potential Outcomes

Potential Outcomes of an ADR procedure include:

- education/self-reflection;
- no-contact agreements;
- restrictions on participation in portions of campus life;
- acknowledgments and apologies, where appropriate; and
- any other condition, restriction or requirement that may be reasonable in the circumstances.

12. Formal Complaint

12.1 Overview

Where none of the options described above are appropriate for the Complainant and the Decision-Maker, where other procedures are not able to fully resolve, and/or where there is a dispute of facts surrounding the allegations made, a Formal Complaint procedure may be available. A Formal Complaint procedure results in:

- an investigation into the allegations made;
- a finding of fact based on the balance of probabilities;
- consideration of whether this Policy has been breached; and where a breach is found,
- formal disciplinary outcomes.

12.2 Scope

A Formal Complaint is available when:

- i) the person alleged to have caused the harm is a University of Waterloo Student; and
- ii) where at least one of the following are true:
 - the alleged incident(s) occurred on University Property, or;
 - the alleged incident(s) occurred in a manner that used University-owned property or equipment including telephones, computers, and computer networks, or;
 - the alleged incident(s) occurred off campus when the incident is part of a University of Waterloo course or organized class activity, or;
 - when the alleged incident occurred at an Off-Campus University Event that has been defined as such.

12.3 Procedure

Once the Complaint is submitted, the following will occur:

- (a) Confirmation of Receipt:** The Decision-Maker will inform the Complainant of receipt of the Complaint and will ensure that the Complainant has been advised of the supports available to them.
- (b) Jurisdictional Assessment:** The Decision-Maker will determine whether the Complaint falls within the University's jurisdiction, as described in section 12.2 above.
- (c) Clarification:** If necessary, the Decision-Maker will meet with the Complainant to clarify any points of the Complaint.

- (d) **Interim Measures Determination:** The Decision-Maker will assess whether any Interim Measures are necessary, and if so, determine their nature. The Decision-Maker will consult with University Advisors, as necessary.
- (e) **Notification of Interim Measures:** The Complainant will be informed of:
- whether the matter falls within the jurisdiction of the University;
 - whether Interim Measures will be imposed; and, if applicable,
 - what they will entail.
- (f) **Respondent Meeting:** The Decision-Maker will meet with the Respondent to provide a summary of the allegations, present any Interim Measures, and share the Complainant's requested outcomes. The Respondent will also be informed of supports available to them.
- (g) **Interim Measure Adjustment:** Interim Measures will be adjusted as necessary and changes will be communicated to both the Complainant and the Respondent.
- (h) **Consideration Period:** The Respondent will have at least five (5) business days to consider the following options:
- (i) **No dispute of facts or outcome:** The Respondent accepts the facts as stated and agrees with the Complainant's proposed outcome. The Decision-Maker will render a decision on Policy breach and outcomes, providing a written copy to both parties.
- (ii) **No dispute of facts, but dispute of outcome:** The Respondent accepts the facts as stated but does not agree with the Complainant's proposed outcome. The Decision-Maker will render a decision on Policy breach and will determine appropriate outcomes, with input from the Complainant and Respondent, and provide a written decision to both parties.
- (iii) **Dispute of facts, but no dispute of outcome:** The Respondent disputes the facts but agrees to the Complainant's proposed outcome. In this case, the Complainant may choose to revert to a Joint Agreement procedure, or proceed to an investigation.
- (iv) **Dispute of facts and outcome:** The Respondent disputes both the facts and the Complainant's proposed outcome. In this case, the Complaint will proceed to an investigation.
- (i) **Non-Participation:** If the Respondent chooses not to participate, the Decision-Maker will proceed based solely on the information provided by the Complainant and any witnesses. The Respondent will be informed of this decision, along with the final decision and outcomes, if applicable.
- (j) **Investigator Proposal:** The Decision-Maker will provide the name of the proposed investigator for consideration by the Complainant and the Respondent. The parties will be given five (5) business days to challenge the appointment of the proposed investigator, with cause. If the Decision-Maker deems the challenge to have merit, this process will continue until an appropriate investigator is chosen. The investigator may be external to the University.
- (k) **Investigation Assignment:** The Decision-Maker will retain the investigator. The parties will be notified of the appointment of the investigator.
- (l) **Investigatory Process:** The investigator will explain their process, including expected timelines, and updated timelines where applicable, to the Complainant, the Respondent and the Decision-Maker. The investigator will conduct interviews with the Complainant, Respondent, witnesses, and any other relevant parties, will inform all participants of their confidentiality obligations, and

collect and review any documentary evidence relevant to the investigation. The investigator will assess the reliability and credibility of all relevant evidence where necessary, before drawing conclusions based on the balance of probabilities. The investigator will submit a confidential final report to the Decision-Maker which will typically include:

- The scope and mandate of the investigation;
- A summary of the evidence considered;
- Assessments of credibility and reliability, if applicable;
- Findings of fact based on the balance of probabilities;
- A determination of whether the facts constitute a Policy breach; and
- a summary of their findings.

(m) Summary of Findings: Within twenty (20) business days of receiving the investigator's final report, the Decision-Maker will provide the Complainant and Respondent with a summary of the findings, which will include:

- an overview of the complaint;
- a summary of investigative steps taken;
- the investigator's conclusions and rationale;
- the Decision-Maker's decision and rationale; and
- available support options.

(n) No Finding of Breach: If no breach of Policy is found, the procedure concludes. Supports will continue to be available to the Complainant and the Respondent.

(o) Finding of Policy Breach: If a policy breach is found, the Complainant will be given five (5) business days from receipt of the summary of findings to submit an impact statement and penalty submission. The Respondent will be given five (5) business days from receipt of the summary of findings to make a penalty submission. These statements/submissions should include updated information about their academic and non-academic activities on campus and participation in Off-Campus University Events including:

- academic status;
- participation in Off-Campus University Events;
- use of campus services;
- employment and volunteer positions;
- living arrangements, if within Campus Housing;
- commonly used areas of campus;
- leadership roles;
- their knowledge of the above information for the other party; and
- any other factors relevant to determining appropriate outcomes.

Outside of the above, the Respondent will also be asked to share any steps taken since the occurrence of the incident, that may demonstrate a commitment to avoid further policy breaches.

(p) Final Decision on Discipline: Within fifteen (15) business days of receiving impact statements, the Decision-Maker will:

- determine outcomes including disciplinary action if any;
- communicate the outcomes to the Respondent; and
- provide the Complainant with outcome details, within the bounds of University privacy obligations.

12.4 Potential Outcomes:

Potential Outcomes of the Formal Complaint procedure include:

- education/self-reflection orders;
- no-contact orders;
- restrictions on participation in portions of campus life;

- periodic check-ins with the Decision-Maker or their delegate;
- confidentiality orders;
- bans from Campus activity in whole or in part;
- removal from Campus Housing;
- loss of employment/restrictions on employment, including volunteer positions;
- suspension;
- expulsion; and
- any other condition, restriction or requirement that is appropriate and proportionate to the situation.

13. Summary of Supports and Potential Outcomes

University community members who initiate any procedure under this Policy, individuals who are named as Respondents, can be provided a variety of supports. These supports include:

From the SVPRO:

- a safe space for individuals to Disclose their experience, in as little or as much detail as they wish;
- resources, both on and off campus that could provide further support or assistance, and provide referrals;
- short-term coping strategies;
- collaboration and coordination with campus partners to facilitate requests for academic and workplace accommodations, residence adjustments, safety planning, and other identified needs; and
- review of Complaint procedures within the University.

Other supports available include supports from:

- AccessAbility Services;
- Conflict Management Office;
- Co-operative and Experiential Education
- Counselling Services;
- Health Services;
- Office of Equity, Diversity, Inclusion and Anti-Racism;
- Office of Indigenous Relations;
- Office of the Ombudsperson;
- Occupational Health;
- Safety Office;
- Special Constable Service; and
- Faculty Associate Dean, Graduate and Undergraduate

Potential Outcomes of a submitted Complaint include:

Joint Agreement	Alternative Dispute Resolution	Formal Complaint
• No-contact agreements • Restrictions on participation in portions of campus life • Periodic check-ins with the Decision-Maker or their delegate	• Education/Self-Reflection • No-contact agreements • Restrictions on participation in portions of campus life	• Education/Self-Reflection • No-contact orders • Restrictions on participation in portions of campus life

• Confidentiality agreements • Any other condition, restriction or requirement that may be reasonable in the circumstances	• Acknowledgments and apologies, where appropriate • Any other condition, restriction or requirement that may be reasonable in the circumstances	• Periodic check-ins with the Decision-Maker or their delegate • Confidentiality orders • Bans from Campus activity • Removal from Campus Housing • Loss of Employment/Restrictions on Employment • Suspension • Expulsion • Any other condition, restriction or requirement that is appropriate and proportionate to the situation
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14. Challenges to Decisions/Outcomes

A Complainant may file a grievance under Policy 70 – Student Petitions and Grievances (for students), the Memorandum of Agreement – UW/FAUW (for faculty) or Policy 36 – Dispute Resolution for University Support Staff (for staff) if they believe the decision or outcome to be unfair or unreasonable.

A Respondent may file a grievance under Policy 70 – Student Petitions and Grievances if they believe the decision or outcome to be unfair or unreasonable. The grievance should be submitted to the appropriate decision-making authority within the timelines stated in the governing policy.

15. Policy Review and Reporting

This Policy will be reviewed at least every three years, with student input, in accordance with legal obligations.

The University will maintain annual data about known Disclosures and Complaints relating to Sexual Violence reported by students, as well as information about student access to supports, services and accommodations relating to Sexual Violence. The University will report this data in accordance with the applicable legislation, regulations, and ministerial directives. Campus partners who provide supports and services for students affected by Sexual Violence will assist the University in the data collection process. The University will take reasonable steps to ensure that any data and information reported in accordance with the applicable legislation, regulations, and ministerial directives, does not disclose personal information within the meaning of section 38 of the *Freedom of Information and Protection of Privacy Act*.

Appendix A – Definitions

Alternative Dispute Resolution: Alternative Dispute Resolution (ADR) refers to methods of resolving disputes and disagreements outside of traditional adversarial processes. ADR encompasses various approaches, including mediation, negotiation, arbitration, and conciliation, that allow parties to a complaint to find mutually agreeable solutions with the help of a neutral third party.

Complainant: A Complainant is a University Student or employee who is alleged to have experienced or witnessed harm, who wishes to pursue a University process to address that harm.

Complaint: A Complaint is a written submission made by a Complainant outlining the harm alleged to have occurred and providing pertinent and relevant information necessary to initiate a Joint Agreement, Alternative Dispute Resolution or a Formal Complaint under this Policy.

Consent: The voluntary agreement to engage in the sexual activity in question. Conduct short of a voluntary agreement to engage in sexual activity does not constitute consent. Consent is not obtained, for example, where the Complainant is incapable of consenting to the activity, where the consent is the result of an abuse of a position of trust, power or authority, where the Complainant expresses, by words or conduct, a lack of agreement to engage in the activity; and where the Complainant, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity.

Decision-Maker: In the context of Policy 42 Complaints, the Decision-Maker is the Associate Provost, Students or their delegate. The Decision-Maker is responsible for managing Complaint procedures and rendering decisions throughout and at the conclusion of such processes.

Disclosure: A Disclosure refers to the sharing of information about an incident of GBSV to a member of the campus community for the purpose of accessing services and supports.

Formal Complaint: A Formal Complaint procedure results in a formal investigation into the allegations, a finding of fact based on the balance of probabilities, a consideration of whether the findings of fact amount to a breach of Policy, and, where a breach is found, the imposition of formal disciplinary outcomes.

Gender-Based Violence: Gender-Based Violence (GBV) is any kind of harm or abuse that happens because of a person's gender, how they express it, or how others see their gender. It is often caused by unfair power differences between people who differ in sex, sexual orientation, gender, gender identity, gender expression or perceived gender.

Interim Measures: Interim Measures are temporary conditions and/or restrictions that may be placed on Complainants and Respondents under this Policy, implemented to support a safe campus environment and to maintain the integrity of any process undertaken.

Joint Agreement: A Joint Agreement is an agreement between a Complainant and a Respondent and the Decision-Maker to terms and conditions that aim to facilitate the coexistence of the Complainant and the Respondent on campus and in their participation in Off-Campus University Events before, or instead of an Alternative Dispute Resolution procedure or Formal Complaint procedure. A Joint Agreement does not result in a finding of fact, or a finding of breach of policy. The facts alleged in the Complaint are not discussed or investigated, and no discipline is imposed.

Off-Campus University Event: An Off-Campus University Event is an off-campus gathering or activity officially sanctioned, organized, sponsored, and/or overseen by the University of Waterloo or by University department(s), facult(ies) or employee(s). This includes off-campus academic activities (such as field trips, work placements, and co-op employment), administrative functions (including off-campus meetings that may have a social component), campus community events at external locations, and

invitation-only events. Off-Campus University Events are reasonably recognized as affiliated with and conducted under the auspices of the University.

Respondent: The Respondent is the University Student who is alleged to have committed GBSV.

Sexual Harassment: Sexual Harassment means (a) engaging in a course of vexatious comment or conduct against an individual because of their sex, sexual orientation, gender identity, or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or (b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the individual and/or the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Sexual Violence: Sexual Violence is a form of Gender-Based Violence. It includes any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, Sexual Harassment, stalking, indecent exposure, voyeurism, and sexual exploitation.

Student: A Student is an individual who is currently registered at the University of Waterloo, with fees paid or arranged, or an individual who was a student, has not graduated, and can resume studies at the University without having to initiate a formal petition or re-application. This includes students on approved leave, exchange, co-op terms, and graduate students on approved inactive term(s), where applicable.

Support Person: A Support Person is an individual who may provide moral and emotional support through procedures described in this Policy. A Support Person is normally a friend, fellow student or colleague or family member. The Support Person has no official standing in any procedure under this Policy.

University Advisors: University Advisors are representatives from University departments who may receive information related to the management of Disclosures and Complaints under this policy to provide advice to the Decision-Maker.

For Information**Open Session**

To: Senate

From: David DeVidi
Associate Vice-President, Academic

George Lamont
Director, Undergraduate Communication Requirement Group (UCRG)

Date of Meeting: September 22, 2025

Agenda Item: **7.1 Undergraduate Communication Requirement:
Completion of Guidelines**

Summary

Since 2015, the University has required that every undergraduate student be taught a communication course, now called the Undergraduate Communication Requirement (UCR). Units across the University have sought clarification of these courses' intended goals and expected alignments.

On March 22, 2021, Senate passed a motion calling for calendar language to prioritize Undergraduate Communication (Learning) Outcomes (UCOs), and the design of a process to review new UCR courses or changes to such courses. The process has been designed, and the resulting guidelines have been completed, with consensus among all six Faculties. This item is offered to inform Senate of the completion of this task and provide copies of the resulting guidelines.

Proposal/Rationale

This item is necessary (1) to report to Senate about the fulfilment of Senate's directive in 2021, and (2) to record the outcome of the collaborative process among the Faculties so that instructors and administrators can apply the guidelines to relevant courses.

Governance Path

1. Motion by Senate to conduct this work was carried on March 22, 2021.
2. Consultation, drafting, and approval process completed by UCRG and approved by AVPA Office from March 2021 to March 2025.
3. Acceptance by Faculties (Arts, Engineering, Environment, Health, Math, and Science) in March 2025.
4. Acceptance by Senate Undergraduate Council on April 8, 2025.
5. Presented to Senate for information on September 22, 2025.

Documentation Provided

1. UCR Governance Structure and Approvals Process. PDF.
2. Link to [UCR Course Design Principles](#)
3. Link to [Waterloo's Undergraduate Communication Requirement](#)

UCR Governance Structure and Approvals Process

Alternate common name: “UCR Terms of Reference” (ToR)

Undergraduate Communication Requirement Group (UCRG)

Final revision version: 02 March 2025

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1. Executive Summary

The University of Waterloo’s Undergraduate Communication Requirement (UCR) replaces the English Language Proficiency Exam (ELPE). The ELPE did not reliably measure students’ communication skills, while employers remained dissatisfied with students’ communication skills. The University’s UCR initiative now guides courses under its mandate, governance structure, and approvals process.

Given the unusual pan-University nature of UCR activity, the differing roles units have, and the varying expectations that academic departments, instructors and students bring to UCR courses, this document captures the social covenant that guides the management of UCR activity. Change is expected and should be managed by conversation rather than enforcement.

A companion document, “Course Description and Learning Outcomes,” should be read alongside this governance document. The “Course Description and Learning Outcomes” specifically addresses possibly contentious matters such as the degree of alignment between sections of the same course, which necessarily depends upon the audience and intent of the course.

The Undergraduate Communication Requirement Group (UCRG) has a six-fold mandate: (1) review proposed UCR offerings, (2) advise the AVPA/Provost about proposals for approval, (3) devise and, once approved, implement a process for cyclically reviewing existing UCR offerings, (4) analyze the efficacy of UCR offerings, (5) evaluate the UCR program to help it evolve, and (6) manage delivery of UCR programming. UCR review is required for any substantial change to a course’s delivery methods or financial implications. UCRG will be supervised by the AVPA and will have extensive academic and support staff representation, plus advisory groups. The Director and Associate Directors will be selected by the AVPA. Faculty, Instructional and Staff Representatives will be nominated by their units. Reflecting the pan-University responsibilities of UCRG, any motion must have the support of a substantial majority with specifics described in Sections 5 and 6 below. UCR courses must meet specific criteria for approval

and ongoing accreditation: qualified instructors, discipline-appropriate class sizes, standalone course status, a 0.5 credit weight, clear teaching and not only assignment of communication, an iterative composition process, discipline specificity where applicable, adherence to UCR learning outcomes and design principles, essential alignments across concurrent sections of the same course where requested by receiving units, an outcomes-assessment plan, and relevant support for ELL students. The UCR approvals process does not replace existing academic governance but adds a process specific to UCR courses before submission to a Faculty and to Senate Undergraduate Committee.

2. Communication skills at the University of Waterloo

Future stakeholders will benefit from a brief overview of the history leading to the creation of the Undergraduate Communication Requirement (UCR):

1. Prior to UCR, The English Language Proficiency Exam (ELPE) was the standard, University-wide instrument used to assess whether students presented adequate communication competencies appropriate for graduation and workplace entry.
2. However, Parker, Fondacaro, and Nespoli's 2011 analysis of work-term reports indicated that co-op employers identified communication as the workplace skill most needing improvement.
3. In 2012, UW Senate endorsed the "The Task Force on Support for English Language Competency Development at the University of Waterloo: Final Report" ("Stubley Report"), which reported that students' scores on the English Language Proficiency Exam (ELPE) had declined ten points in the previous ten years. Employer dissatisfaction was particularly troubling. Further analysis of the correlation between the ELPE and other metrics indicated that there was "no well-established connection between performance on the ELPE and overall academic success," and that the ELPE was not "an effective measure of overall competency" (29).
4. The University faced a growing deficit in students' communication skills, increasingly serious concerns voiced by co-op employers, and an existing instrument that was not working.

The University of Waterloo's responses, 2012-2021

5. In 2013, the Steering Committee, English Language Competency Initiative (SCELCI) elicited broad representation from across the Faculties and institutional structures. From 2013-2015, SCELCI formulated the Undergraduate Communication Outcomes (UCO) for all first-year students.
6. In 2015, the Deans' Council endorsed the proposal that all undergraduate students should complete UCOs, preferably in first year, to address the gap in students' communication skills.
7. Beginning in 2015, a wide variety of courses and other offerings arose across the University to teach communication as part of the Undergraduate Communication Outcomes Initiative (UCOI), later termed Undergraduate Communication Requirement (UCR) in 2021. This activity grew to include 48 courses across the University recognized as communication courses, 154 distinct instructors teaching 446 sections, and 15,194 students enrolled in those sections annually by Winter 2023.
8. The University had no established mechanism to evaluate whether these UCR courses met the endorsed learning outcomes and delivery standards. This lack of a consistent approvals process has made it difficult for the University to ensure that such teaching was meeting expectations. Both hosting and delivering units have sought clarity about such expectations.
9. In 2021, the University of Waterloo Senate therefore approved the motion that calendar language should reflect the established Undergraduate Communication Requirement, and that there should be a process to review and approve new or revised UCR curricular items.
10. In 2022, three external reviewers formed the Facilitated Discussion Group and produced the "Report on Assessment of the University of Waterloo's Communication Courses." This report suggested additional improvements to make the UCR initiative truly successful.
11. The University has consequently formed the Undergraduate Communication Requirement Group (UCRG) to implement the proposals endorsed by the Deans' Council and UW Senate to review and approve new or revised UCR curricular elements. This document describes the mandate, governance structure, and approvals process that UCRG will apply.

3. Mandate of the UCRG

To help the University observe whether UCR offerings are meeting the widely endorsed UCR outcomes, the Undergraduate Communication Requirement Group (UCRG) has a six-fold mandate to review proposals of new and changed courses, evaluate outcomes of courses, and manage delivery:

1. **Review whether proposed communication offerings meet UCR criteria:** The initial assumption is that existing communication courses adequately satisfy UCR outcomes enough to continue academic delivery in those units. However, if a group proposes either a new UCR course or to make significant changes to an existing UCR course, the UCRG will evaluate the proposal to determine whether the new version satisfies UCR course-design principles and learning outcomes.
 - a. Units may continue to propose academic changes and curricular activity via the regular process at Faculty and University levels including Senate Undergraduate Committee. As such, units can choose not to follow the UCR approvals process, with the understanding that such activity is not eligible to meet the UCR criteria.
 - b. However, if a unit proposes to make changes with substantial academic or financial implications to an existing UCR course or proposes a new UCR course, the UCR Group will review the proposal to determine whether the changed course would achieve the target UCR outcomes. UCRG's mandate is to consider the academic implications of such changes, but financial impacts will be evaluated by the AVPA and designated stakeholders. This approval process was endorsed by Senate in 2021. In the case that the UCRG would not be inclined to recommend a proposal for approval, the proposing unit has the option to revise the proposal before the final recommendation.
2. **Advise AVPA/Provost whether proposals meet UCR criteria:** The UCRG will submit a report to the AVPA to recommend whether and to what extent the changes meet the target UCR outcomes. The AVPA, in consultation with the Provost's Office, will consider the well-informed opinion of the UCRG and decide whether the offering is consistent with UCR criteria.
3. **Cyclically review existing UCR offerings for consistency with target outcomes:** The proposal process assumes that no significant change will be made to an existing UCR course without undergoing the approval process previously described. However, it is natural that instructors will make minor adjustments to existing courses to improve delivery. Also, instructors may change, and their coordinators and other administrators may change over time. As such, UCRG will conduct periodic reviews of existing UCR courses to ensure that these incremental adjustments over time have not inadvertently resulted in significant differences from the target UCR outcomes. Such a review process has not yet been designed, nor has the time interval been decided. UCRG will explore and define this UCR review process in future activity.
4. **Analyze efficacy of existing UCR offerings, recommend adjustments, and provide support:** While UCRG develops ways to evaluate UCR at the program level, UCRG will help delivering units develop means of assessing the intended outcomes of these courses. The purpose of such analysis is to gain some initial insights into the outcomes of UCR delivery and to help specific programs revise their approaches. The purpose of such assessment will not be to certify or decertify UCR courses, because there are too many variables in such learning contexts to use assessment in this way. However, UCRG may use the results of such assessment to provide suggestions to delivering units, and may offer to mobilize additional types of support to bolster UCR offerings.
5. **Evaluate the UCR program to help it evolve:** In addition, UCRG will conduct cyclical reviews of the UCR program altogether to evaluate the program for effectiveness in achieving outcomes. At first, this will involve determining what the appropriate method is for assessing the UCR program, and UCRG may call upon faculty members who are experts in the assessment of communication

outcomes. The external Facilitated Discussion Group specifically noted that anecdotal instructor and student testimonials are insufficient to assess the efficacy of communication instruction, and the Group recommended that more objective methods of observing student achievements of intended learning outcomes are necessary.

6. **Manage and plan delivery of UCR programming, advising the AVPA and QA Office:** The UCRG will be in a unique position to observe patterns in the delivery and logistics of UCR courses. As such, the UCRG will provide ongoing support to stakeholders planning UCR courses, which can include recommending organizational adjustments and resource allocations. UCRG will then use its broad perspective when appropriate to advise the AVPA and QA Office about quality-assurance and logistical issues related to UCR programming.

4. Determining whether a proposed change is “substantial”

A **substantial change** to a UCR course modifies any of the criteria for this course to meet its target outcomes. This always includes, but is not limited to, the following types of changes:

1. The addition, adjustment, or removal of a standard UCR learning outcome defined in the “Learning Outcomes, Design Principles, and Course Description” document. However, it is appropriate for delivering units to add details elsewhere in a syllabus, describing how a UCR learning outcome will be achieved in a specific course.
2. A proposal to change the course description or credit weight.
3. Any proposal to merge or connect a UCR course with any other course. This includes creating a “shared assignment” between a UCR course if it will not be graded separately in each course.
4. A request by a receiving or delivering unit to change whether alignment across concurrent sections is expected.
5. A change in enrollment that would cause a UCR course to exceed the recommended cap of 25 students per communication instructor, or tutorial size where applicable.
6. A change in the qualifications required for instructors to teach the course if these changes are not consistent with the description of instructors as given in the “Learning Outcomes, Design Principles, and Course Description.”
7. A change in the number of instructors who teach a single section of the course, e.g. switching from a single instructor to a team-teaching approach.
8. A change in the administrative authority over a course, such as the unit with prerogative to design the course, supervise instructors, or collect information about outcomes.
9. Any change to a UCR course or plan that has financial impacts on delivering or receiving units.

A **non-substantial change** does not modify the criteria for a UCR course to meet its target outcomes. Such changes will still be evaluated in the cyclical review process. Given below are some examples of non-substantial changes:

1. Renaming a UCR course with another course code with a suitable rationale.
2. Revising a program or plan to reflect changes approved under another UCR proposal.
3. The addition of a learning outcome that clarifies a standard UCR outcome and does not displace it in the teaching plan.
4. A rearrangement of the schedule of existing elements to improve delivery or logical presentation.
5. Addition of or changes to low-stakes contributions tasks to evaluate ongoing student learning.
6. Revision of guidelines for a major assignment that remains largely similar to the previous version.

7. Incidental connections between a UCR course and another course to facilitate discipline-specific learning.

5. Composition and membership of UCRG

Overview: To ensure the long-term sustainability and judicious administration of the UCR initiative, the UCRG will have the following composition:

Provost's Office:

1. Associate Vice-President Academic (AVPA): oversees UCRG, consults with VPA&P.

Academic Approvals Committee of 15 members, who vote on all UCRG matters including proposals, accrediting offerings, and guiding outcomes assessment:

2. (1) Director
3. (2) Associate Directors
4. (6) Representatives of the Faculties, one for each Faculty
5. (6) Instructor representatives for each Faculty.
6. Representatives of AFIWs when relevant.

Academic and Administrative Support Units, which do not vote on academic matters:

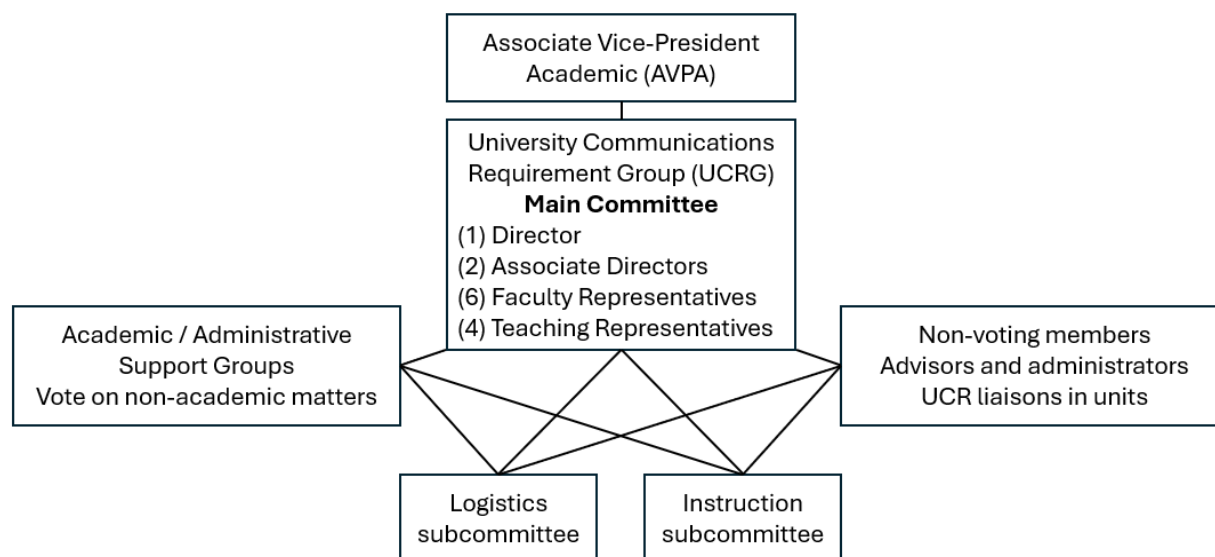
7. Representatives of academic support units including Co-operative Education, the Writing and Communication Centre, The Centre for Teaching Excellence, the Library, and the Quality Assurance Office.

Non-voting members, who may be asked to attend meetings and provide advice:

8. Advisors and representatives of key support units including support staff who administer UCR activity within departments and Faculties.
9. UCR liaisons (points of contact) within delivering and hosting units.

Two subcommittees or working groups:

10. Logistics
11. Instruction



Definitions of specific roles, selection process, and duties:

Provost's Office:

1. **AVPA and Provost:** The Associate Vice-President Academic (AVPA), in consultation with the Vice-President Academic & Provost (VPA&P), oversees UCRG and draws from its expertise and resources to approve communication offerings or changes to offerings.

Regular voting academic committee members, a total of 15 members: Academic members of UCRG will vote on all UCRG matters including academic matters. Academic matters include any decision that would go to Senate Undergraduate Committee for review and approval.

2. **Director:**

- a. **Director selection:** The Director will be selected by the AVPA and serve for a term of three years. The AVPA may choose to re-appoint an incumbent Director to additional terms. The Director may request to end a term early. While a Director serves at the pleasure of the AVPA, in practice the AVPA will, when appropriate, attempt to provide formative feedback before removing the Director.
- b. **Employment status:** The Director should be a tenured/permanent faculty member.
- c. **Affiliation of Director with delivering or hosting units:** The Director may be a member of a delivering or hosting unit, as long as the following condition is fulfilled: among the Director and two Associate Directors, at least one must come from a hosting unit.
- d. **Experience:** The Director must have demonstrated relevant experience in the management of UCR. Insight about the complexities of University-level program delivery would be an asset. The Director should be someone who understands the University's institutional needs for Communication courses, appreciate the financial implications of UCR, and have experience with the pedagogical implications of this initiative.
- e. **Leadership duties:** The Director is expected to exercise sound leadership that can implement UCR across the University while maintaining collegiality and cooperation with high buy-in from stakeholders. As such, the Director sets the agenda for meetings, chairs meetings, is an *ex officio* member of all subcommittees, and

informs UCRG members and stakeholders about tasks and developments. The Director may delegate these roles to Associate Directors as required to manage workflow.

- f. Communication duties: The Director is the primary point of contact with the AVPA Office, and the primary point of contact for proposing units to inquire whether changes would require UCRG review.
- g. Duties to report recommendations to the AVPA: The Director is responsible to produce the official recommendation report from UCRG to the AVPA. For any mandated decision (see voting procedures below), the Director must include (a) the full results of the committee vote, and (b) separate statements from each Associate Director (see Associate Directors). The Director and Associate Directors do not form a voting sub-committee, so the Director can make a recommendation to the AVPA that the Associate Directors do not support as long as (a) the recommendation meets the voting criteria and (b) Associate Directors submit their separate viewpoints to the AVPA.

3. **Associate Directors (2)**: Each Associate Director assists the Director and can function as Acting Director when the Director is not available.

- a. Associate Director selection: Each Associate Director will be selected by the AVPA and serve for a term of three years. It is recommended that the Director and each Associate Director be eventually appointed in different years in a staggered fashion to facilitate smoother leadership transitions across terms. The AVPA may choose to re-appoint an incumbent Associate Director to additional terms. An Associate Director may request to end a term early. While an Associate Director serves at the pleasure of the AVPA, in practice the AVPA will, when appropriate, attempt to provide formative feedback before removing an Associate Director. The Director may also recommend removal of an Associate Director, but this decision lies with the AVPA.
- b. Employment status: Each Associate Director should be a tenured/permanent faculty member. Generally, the Director should not usually be the regular supervisor or associate dean in authority over an Associate Director. Likewise, an Associate Director should not usually be the regular supervisor or associate dean in authority over the Director.
- c. Affiliation of Associate Directors with delivering or hosting units: Each Associate Director may be a member of a delivering or hosting unit, as long as the following condition is fulfilled: among the Director and two Associate Directors, at least one of these must come from a hosting unit.
- d. Experience: Like the Director, each Associate Director must have demonstrated relevant experience in the management of UCR. Insight about the complexities of University-level program delivery would be an asset. Since an Associate Director can stand in for the Director when necessary, each Associate Director should understand the University's institutional needs for Communication courses, appreciate the financial implications of UCR, and have experience with the pedagogical implications of this initiative.
- e. Leadership duties: Associate Directors can chair subcommittees at the Director's discretion, assist with agenda and meeting arrangements, consult with relevant UCR stakeholders around the University, conduct or lead research, and request support

with these duties from voting or non-voting members of the committee when appropriate.

- f. Communication duties: Associate Directors are responsible to communicate with voting members, non-voting members, subcommittees, and advisors within UCRG as they deem necessary to continue the business of the initiative. Associate Directors may communicate on behalf of the Director when the Director so delegates.
- g. Duties to report recommendations to the AVPA: Each Associate Director has the specific responsibility to provide an explicit opinion, apart from the Director's, about any formal recommendation to the AVPA. This provision ensures that the AVPA receives a balanced view of a mandated recommendation from UCRG. An Associate Director is generally expected to include this statement in the Director's report, but each Associate Director retains the prerogative to submit this statement directly to the AVPA without explanation and without violating any explicit or implied hierarchy of authority. The Director and Associate Directors do not form a voting sub-committee, so the Director can make a recommendation to the AVPA that the Associate Directors do not support as long as (a) the recommendation meets the voting criteria and (b) Associate Directors submit their separate viewpoints to the AVPA.

4. **Faculty Representatives (6)**: Each Faculty's Dean shall designate one representative, such as an Associate Dean or other representative, for appointment to the committee.

- a. Faculty-Representative selection: The University respects the expertise of Faculties to seek out the best candidates to act as representatives at UCRG.
- b. Committee duties: A Faculty Representative is required to participate in all regular meetings of the UCRG and vote. This includes reviewing materials explaining a proceeding or vote, and contributing appropriately to the discussion so that UCRG engages in thoughtful, collegial governance of the UCR initiative.
- c. Communication duties: Faculty Representatives are responsible to communicate relevant UCRG proceedings to their Faculties' leadership, and to communicate the views of the Faculties to the UCRG. Faculties may decide how UCRG-related information should be passed along to the relevant Faculty Council and to members of the Faculty at large. The Director and Associate Directors retain the prerogative to communicate with Faculties directly.

5. **Teaching Representatives (6)**: Each faculty should provide a representative to advise the central UCRG committee about the realities of UCR delivery. UCRG will always need experienced UCR instructors to facilitate sound decisions that promote the success of the UCR initiative.

- a. Teaching-Representative selection: It is expected that delivering units will carefully select representatives who are particularly experienced in teaching and designing UCR courses.
- b. Committee duties: A Teaching Representative is required to participate in all regular meetings of the UCRG and vote. This includes reviewing materials explaining a proceeding or vote, and contributing appropriately to the discussion so that UCRG engages in thoughtful, collegial governance of the UCR initiative.
- c. Communication duties: Teaching Representatives are responsible to communicate relevant UCRG proceedings to their home teaching units, and to communicate the

views of the home teaching units to the UCRG. The Director and Associate Directors retain the prerogative to communicate with home teaching units.

Members of UCRG who do not vote on academic matters:

6. **Representatives of academic support units:** Various academic-support and other non-academic members of UCRG will be invited to consult. Members of academic support groups will vote on non-academic matters, defined as issues that are not required to be submitted to Senate Undergraduate Committee for review and approval.

Non-voting members and advisors:

7. **Advisors and representatives of key support units:** As required by the UCRG, advisors, administrators, or other parties from involved units will be asked to work with UCRG to understand the issues and propose solutions to problems.
8. **UCR liaisons in hosting and delivering units:** Every unit that receives or delivers UCR programming should have a designated point of contact to maintain formal communication with the UCRG. These liaisons would not normally attend UCRG meetings, but they could be invited to do so at UCRG's discretion to facilitate transmission of information.
 - a. UCR-liaison selection: UCR liaisons should be full-time faculty members involved with the teaching or coordination of UCR programming. There should be an adequate mechanism in place within the unit for UCR liaisons to consult with unit leadership.
 - b. Leadership duties: UCR liaisons will help coordinate logistical issues for delivery, facilitate consultation between delivering and receiving units, monitor the good delivery of UCR courses, and provide appropriate resources to instructors and other stakeholders facilitating these courses. Individual units are at liberty to determine how this internal unit structure works.
 - c. Communication duties: UCR liaisons are primarily responsible to ensure the successful and timely transfer of information between UCRG and the home unit. This includes following up with the unit to ensure that the messaging has been received and that unit leadership is aware of any requested actions. Likewise, UCR liaisons are responsible to ensure the successful and timely transfer of information between the home unit and the UCRG Director or designated delegate.

Subcommittees: Two permanent subcommittees will be established. A subcommittee can be formed as a working group as needed. However, the Director or any voting member may propose to establish additional permanent subcommittees upon agreement by regular UCRG vote. In the case that a new permanent subcommittee is established, the Terms of Reference must be updated. Temporary working groups may be established without a formal vote or revising the Terms of Reference.

9. **Logistics team:** This working group within UCRG should include members familiar with the logistics of UCR programming. This team should include staff members. This could also include faculty members with relevant experience as part of their service. It will advise the central UCR Group about scheduling, planning, budgeting, and other operations when appropriate. The working group must comprise at least 2 voting members, but will add non-voting members as required. The working group will submit requests for temporary members to the Director for follow-up with the intended members' home units.

10. **Instruction team:** This working group within UCRG should include members who have taught UCR courses. They will provide insight into the practicalities of delivery, program review of communication instruction, program evolution, and consultation between teaching and hosting units. Such insight would allow these members to evaluate the feasibility of proposals for UCR-funded courses. Teaching-stream faculty may be particularly well-positioned to do this kind of important service in aid of the UCR initiative. The working group must comprise at least 2 voting members, but may add non-voting members as required to facilitate the subcommittee's work. The working group will submit requests for temporary members to the Director for follow-up with the intended members' home units.

6. UCRG voting procedures and protocols to report results

The voting rules for the UCRG have been carefully balanced to ensure that both teaching and hosting units' perspectives are well-represented, and that ample agreement will be necessary for the committee to make confident decisions.

1. **Decisions requiring a formal vote and written report to the AVPA for approval:**
 - a. Reviewing proposed UCR offerings for consistency with UCR criteria,
 - b. Reviewing whether a substantial change to a UCR course meets the criteria,
 - c. Cyclical review of existing UCR offers for consistency with UCR criteria,
 - d. Reporting the outcomes of any analysis of the efficacy of existing UCR offerings,
 - e. The establishment of a new permanent subcommittee in UCRG,
 - f. Any change to the Terms of Reference of UCRG.
2. **Decisions requiring a vote and only a record of the vote:**
 - a. Approving the agenda with a mover and seconder at the beginning of a meeting,
 - b. Deciding to analyze efficacy of existing UCR offerings for learning outcomes,
 - c. Responding to an inquiry of whether a change is substantial or not,
 - d. Arbitrating a disagreement over discipline-specific content in a UCR course.
3. **Attendance at votes:** If a voting member will be absent, the represented unit can supply a substitute. A vote is invalid if the proponent's Faculty or teaching representative does not vote.
4. **Voting conditions for a recommendation to pass:** The following conditions are intended to ensure that no group can be excluded from contributing to the majority in a vote.
 - a. For votes on non-academic matters, at least two-thirds of votes must be gained for a recommendation to pass. The number of votes will vary, but will include the academic members of UCRG and additional non-academic members consulting on the issue, as determined by the Director or designate.
 - b. For votes on academic matters, at least two-thirds of all committee members (present or not) must be gained for a recommendation to pass.
 - c. Abstentions are not permitted: all members must vote in order to ensure that UCRG is fulfilling its role.
 - d. Accounting for votes: All votes for or against a recommendation must be recorded and included in the final report to the AVPA in a clear, separate appendix.
5. **Votes that do not pass:** The Director may either (a) call for a vote to return the initiative to the proponent or (b) reschedule the initiative in the agenda after revision and inform the proponent.
6. **Reporting results of committee votes to the AVPA:** When a formal vote and written report are required, the Director is responsible to compose the final report and submit it to the AVPA

office, although the Director may request assistance from Associate Directors or voting members as required to compose the report. See UCRG procedures for report components.

7. Criteria for UCR courses to meet target outcomes

The criteria to establish whether a course meets UCR target outcomes have evolved through long-term consultation with diverse stakeholders across the University. SCELCI designed several of these criteria in 2013-14, and these were endorsed by the Deans' Council in 2015. Some of these criteria have come from the recent external Facilitated Discussion Group's "Report on Assessment of the University of Waterloo's Communication Courses" in 2022. Existing UCR solutions before the establishment of UCRG adequately satisfy UCR outcomes enough to continue academic delivery. See the UCR "Learning Outcomes, Design Principles, and Course Description," a partner document that provides further detail about specific course design. It is important to recall that an academic unit can propose a course that does not meet the UCR criteria and can follow regular the academic approvals process. However, a course must meet the following criteria to satisfy the UCR requirement:

1. **Qualified instructors to teach communication:** A UCR instructor must be knowledgeable about the techniques of communication relevant to the course where relevant and show evidence of expertise in teaching such techniques effectively. The decision about who is qualified to teach these courses resides with the offering unit and that unit's Dean, consistent with existing practices.
2. **Class size:** Class sizes for UCR courses must facilitate the desired student – instructor interactions for each course, which vary across discipline-specific practices and contexts, to ensure that instructors can provide intended interaction with and feedback to individual students. This practice was recommended by SCELCI in 2015 and was approved by Senate in 2021. This provision was also strongly recommended by the external reviewers, who advised that students in communication courses particularly benefit from student – instructor interaction and qualitative feedback from the primary instructor who teaches the communication content. Administrators in UCR-delivering units should implement practical, ongoing measures to meet UCR target enrollment averages per section at the specified number within the discipline. The University recognizes that it is not feasible to meet target averages precisely. However, the University expects that the number of sections of a particular UCR course will be adjusted to approach target enrollment averages as closely as practically possible. The University will provide ongoing statistical-analysis support to help units achieve this goal.
3. **A standalone course, not only an assignment appended to another course:** A UCR course must be a course of its own, its primary focus must be communication, and it must not be a content course that only appends communication activities to the main content course.
4. **Teach communication, not only assign communication:** A UCR course must actively and primarily teach communication skills, and not merely assign communication-oriented tasks.
5. **0.5 credit weight for a single course, taught in one term:** A UCR course must provide enough time for meaningful learning to occur. The University believes that this must provide a minimum of 0.5 credit for a single course within one term.
6. **Iterative composition process:** A UCR course should employ an iterative design process that leads students through producing multiple drafts of submissions and receiving feedback from the instructor, not only from peers. Students then employ this feedback in producing and submitting further drafts for evaluation. This practice has been shown in research to be essential to practical improvement of communication skills and the opportunity for instructors to observe and measure student progress.

7. ***Discipline-specificity:*** The discipline specificity of UCR courses will vary across Faculties and courses. However, the University encourages discipline specificity when it is both desired and feasible, and results from reasonable consultation. SCELCI's UCO outcomes directly recommended situating communication courses within disciplines, these were endorsed by the Deans' Council in 2015, and the external review also strongly advocated that communication should incorporate discipline-specific content.
 - a. Conditions to request discipline specificity: The intended course must enroll students who have a clearly defined, similar discipline. The delivering unit teaching the course must have adequate resources to implement the proposed discipline-specific content. There must be adequate time available in the course to add the content.
 - b. Request from a receiving unit: The receiving unit or Faculty may request the incorporation of discipline-specific content in a UCR course. The receiving unit is expected to provide adequate materials and opportunities for consultation to the delivering unit for consideration. Generally, the delivering unit should have at least 6 months before the start of a course to evaluate the materials and assess the practicality of incorporating such materials.
 - c. Role of a delivering unit: The delivering unit is expected to consult with the receiving unit about such a request. The delivering unit should strive to accommodate the request within its practical ability to do, but the delivering unit retains the prerogative to determine which material is best for its course. A delivering unit may also decide on its own to incorporate discipline-specific material.
 - d. The UCRG is available to work with receiving and delivering units to handle such requests when agreement cannot be reached.
8. ***UCR learning outcomes and course design principles:*** A UCR course should employ the standard learning outcomes that have been drafted for these courses by the UCR Group. These outcomes address the principles that have evolved through the work of SCELCI and that the Deans' Council endorsed in 2015. The UCR Group has since developed the UCR course design principles, which diverse instructors have found effective across the University, which the external reviewers recommended, and which represent the learning outcomes of diverse Communication courses taught at the University. Please see the UCR "Learning Outcomes, Design Principles, and Course Description" document for further details. Instructors will find that they can easily build beyond these standard learning outcomes and design principles in ways that engage with specific programs, students, and contexts.
9. ***Essential alignments across sections of the same course in a term:*** The University supports specific alignments of concurrent sections of a UCR course when receiving units request them, course formats and enrollments permit them, and delivering units can accommodate them. The UCRG can mediate a failure to gain consensus about such requests. The external review observed that differences among assessments across concurrent sections of the same UCR course had impacts on students' confidence in their learning. The external review also urged that UCR adopt regular assessment of outcomes to evaluate whether alignments are appropriate. Such alignments should not hinder innovation or prevent instructors from mobilizing their strengths. Therefore, the University supports the implementation of the following alignments when the conditions are met:
 - a. The same number of major assignments,
 - b. The same or demonstrably similar types of major assignments with comparable workloads and goals,
 - c. Similar weights for these major assignments (within 10% across all sections), and
 - d. The same or largely similar due dates for major assignments.

10. **Plan to measure outcomes: outcomes assessment program:** The external review noted that more evidence of outcomes assessment is required, and that anecdotal student and instructor testimony is not sufficient for this initiative. A UCR course must include a plan to measure learning outcomes. There is no one way to do this. UCRG and the University fully recognize that communication skills are not easily quantified, it takes time to cultivate communication skills, and that drastic improvement within one course is not a realistic expectation.
11. **An explanation of relevant support for English Language Learner (ELL) students:** Communication overlaps with language acquisition, but the two are not the same domains of knowledge and competency. The University recognizes the importance of supporting students whose main language of mastery is not English, and the external Facilitated Discussion Group recommended that UCR instruction should be supplemented with support for “non-native English users.” A proposal of a UCR course should include discussion of which support for ELL students will be available to students.

8. UCR approvals process

This approvals process does not change academic governance by Senate or its councils. All changes to UCR offerings will still proceed through the usual approval process at the Faculty and University levels. The UCR approvals process is an additional mechanism by which units propose to create courses satisfying UCR criteria:

1. **Determine whether a proposal requires UCRG review in the approvals process:** When a unit proposes to make changes to a communication course, it must establish whether the proposal would make substantial academic or financial changes, either of which requires UCR review.
 - a. Changes are not substantial: This proposal follows the standard approvals process through a Faculty Undergraduate Committee and then Senate Undergraduate Committee. A course that undergoes only non-substantial changes will still be reviewed in the regular UCR cyclical review process. The UCRG can advise units whether a proposed change is substantial.
 - b. Substantial academic changes: A proposal that would cause academically substantial changes to the delivery of a communication course must be submitted to UCRG for review according to the UCR target outcomes. The proposal would then go to the AVPA and VPA&P for review.
 - c. Substantial financial changes: A proposal that would cause academically and financially substantial changes to a communication course will go to IAP and AP P&R for financial review, then to the AVPA and VPA&P. The same proposal will go separately to UCRG for review according to the UCR target outcomes, and then to the AVPA and VPA&P. UCRG’s remit focuses on the academic implications of substantial changes.
 - d. A new UCR course: A proposal to offer a new UCR course must go to IAP and AP P&R for financial review, and to UCRG for review according to the UCR target outcomes.
2. **Advisory groups review proposals and make recommendations to AVPA/Provost:**
 - a. UCRG review: UCRG will regularly publish its schedule to review proposals, so units should anticipate this timeline in light of other deadlines. UCRG will receive the proponent’s relevant syllabus, a detailed description of the proposed changes, copies of any relevant course materials, and a thorough explanation of how the proposed offering is expected to meet the UCR target outcomes. UCRG will host meetings to discuss the proposal, and may request consultation with the proposing unit. UCRG will then vote to determine whether the proposed offering meets all the target outcomes.

- b. IAP, AP P&R review for logistical considerations: The AVPA may specify which support units need to analyze the request as part of this process. These materials should be submitted by the same minimum of 60 days in advance of any deadline for consideration. Proponents will supply the University support units with information relevant to delivery of the course: numbers of students per section, number of sections, and any enrollment issues and staffing information necessary to adjudicate the request. The relevant units will then adjudicate the proposal and make a recommendation to the AVPA office.
 - c. Capacity for review: UCRG, IAP, and other relevant units may receive more requests for review than they can process in the desired timeline. These reviewing units may cap submissions to ensure that they can process them in a reasonable time.
- 3. **AVPA/Provost review**:
 - a. Consultation with relevant Deans: The AVPA, in consultation with the VPA&P, may consult with relevant Deans to discuss proposals and their feasibility from the University's perspective.
 - b. Confirmation of meeting UCR target outcomes: The AVPA—in consultation with the VPA&P as necessary—will receive the recommendation from the UCRG and other groups as requested, consider these recommendations and the proposal, and determine whether the proposal adequately meets the target outcomes for UCR courses.
 - c. Approval under UCR framework: The AVPA will then decide whether to approve the course and define any other resources to be allocated, according to the situation.
- 4. **Unit receives and finalizes proposal**: The unit will receive the approval decision from the AVPA's Office. The unit will then proceed with the standard approvals process for any course.
- 5. **Faculty approval at Undergraduate committee**: The unit may pursue approval at the Faculty level, as appropriate to procedures within the unit's Faculty.
- 6. **Senate**: The unit may submit the proposal to the Senate for review.
 - a. Senate Undergraduate Committee (SUC): The proposal will go to SUC for review and potential recommendation.
 - b. Senate approval: The proposal will go to Senate for final approval.

For Approval**Open Session**

To: Senate
From: Arts Faculty Council
Presenter(s): Alexie Tcheuyap
Dean of Arts

Date of Meeting: September 22, 2025

Agenda Item: **8.1 Faculty of Arts: Reorganization Proposal**

Recommendation/Motion

On recommendation of the Arts Faculty Council, that Senate accept and recommend the Board of Governors approve the proposed reorganization of the Faculty of Arts, as presented, effective July 1, 2026.

Summary

A special meeting of the Arts Faculty Council was called on September 9, 2025. At that meeting, members voted in support of issuing a ballot on the Proposal to Reorganize the Faculty of Arts. The vote closed on September 10, 2025 and passed with 208 votes in favour, 39 votes against, and 14 abstentions.

The Proposal to Reorganize the Faculty of Arts is as follows:

Effective July 1, 2026, the existing 15 departments and two schools in the Faculty of Arts, and their respective programs, faculty and staff will be organized into a total of six schools comprising:

1. Retention of the two existing schools, the **School of Accounting and Finance**, and the **School of Interaction Design and Business**
2. Renaming two existing departments:
 - The Department of Economics to the **School of Economics**
 - The Department of Psychology to the **School of Psychology**
3. Reorganization of the remaining 13 existing departments into two new schools
 - The **School of Critical and Creative Humanities**, which consists of the departments of Communication Arts, English Language & Literature, Fine Arts, French Studies, Germanic & Slavic Studies, and Spanish & Latin American Studies

- The **School of Social, Political, and Historical Research**, which consists of the departments of Anthropology, Classical Studies, History, Philosophy, Political Science, Religious Studies, and Sociology & Legal Studies.

For the 13 specified departments proposed to be organized into two new schools, all respective programs, courses, faculty, and students are recommended to be moved into the two proposed new schools. The proposal *does not* recommend changes to programming offered by the combined academic units.

Additionally, though not for approval at this time, the proposal presents provisional governance and administrative structures that the new schools may adapt¹.

Additional Background and Rationale

The existing organization of the Faculty of Arts, comprising 17 academic units –15 departments and two schools – makes the Faculty an outlier in the University for its large number of individual academic units and creates administrative and operational challenges within units and for the Faculty as a whole.

The idea to reorganize Arts predates the current financial challenges of the University and responds to goals in previous and current strategic plans of the Faculty (2014-19 and 2023-30). However, the University’s budget plan (2025/26 through 2027/28) adds significant imperative to this proposal.

Why reorganization?

The proposed reorganization from 17 to six academic units will increase the resilience of Arts to better support its programs and their delivery to students, its research opportunities and administration, and its faculty and staff members. Fewer, larger academic units will enable and encourage greater collaboration on existing programs and can better support otherwise vulnerable academic units and programs. Larger units will also make staff operations more flexible and resilient, and role expectations more equitable across the Faculty.

Reorganization avoids the very significant risks of inertia. Across the University and within Arts, we expect to have progressively fewer employees—faculty and staff—over the next five years. The existing 17-unit structure risks becoming unsustainable as the number of faculty and staff decreases through hiring freezes and retirements; some units will not be able to offer their programs without finding new efficiencies and collaborative opportunities, and many are already dealing with staff shortages that affect operations and programming.

Given Arts’ breadth of research and teaching expertise across the social sciences, humanities, and creative arts, reorganization will better position the Faculty to develop interdisciplinary programs, research opportunities, and engagement initiatives within the Faculty and across the University. Collaboration between disciplines is important not only for increasing the resilience of existing programs, but also for creating opportunities for future curricular growth, including revenue generating initiatives.

Reorganization to six schools will benefit the whole Faculty. Improvements include greater capacity for effective management and leadership. For example, reducing the size of the Arts Academic Leaders group will enable more substantive discussions, consultation and collaborative decision making between school directors, the Dean and the Dean’s Office.

¹ See page 6 of the [documentation provided](#) for further information

Financial considerations

Since the Arts reorganization process began, the University's financial situation has become more challenging. The adoption of the three-year budget plan will necessitate significant cost reductions in all areas of the University. While not a direct response to the budget plan, the Arts reorganization will help to position us to preserve our ability to offer our programming with the projected reductions in funding and people. It is anticipated that once the University achieves financial stability, the proposed new organizational structure will have positioned the Faculty to seize new and emerging opportunities.

Key points of the proposal

- The existing 13 units proposed to be organized into the two new schools will retain their scholarly disciplines, programming, and identities within their respective schools.
- The proposal does not include relocating the existing 13 units to different buildings or areas for the foreseeable future.
- The two new school names, the School of Social, Political & Historical Research, and the School of Critical & Creative Humanities, were collaboratively chosen by the current chairs of the 13 units and are considered provisional.
- The planned structures for governance, administrative leadership, program representation, and staffing for the two new schools were designed to ensure the schools will be well-supported and functional while allowing some flexibility for individual schools to adapt according to the size and specific needs of their programs, such as including Associate or Academic Director roles. The specifics of these structures may evolve over time.
- The proposed new schools would: undertake the nomination of school directors in accordance with Policy 40; follow Tenure and Promotion process according to Policy 77; and ensure Faculty Performance Review proceeds in accordance with the latest MOA between the Faculty Association of the University of Waterloo and the University of Waterloo.
- The planned staffing structure assumes that all permanent staff will have a position within the two new schools. The organizational structure and job descriptions will be standardized, equitable and offer opportunity for specialization and career progression.
- The proposal includes a transition period (Fall 2025 to Spring 2026) for the 13 units to come into full operational effect as two schools on July 1, 2026. As well, these two new schools along with the two departments to be renamed as schools (Economics; Psychology), will formally launch their finalized names and any associated branding in July 2026.

More plan details are covered in the supporting documents, including FAQs about reorganization (see links to additional documentation below).

Highlights in the development of the proposal

The current reorganization process was launched by former Dean Sheila Ager in August 2023 at a retreat with all chairs and directors, along with AFIW representatives and Dean's office staff. Over the course of the 2023-24 academic year, the discussions about

reorganization were led by the Dean and her leadership team in consultations with chairs/directors, including a staff townhall and a full Faculty townhall. By the end of Dean Ager's term in June 2024, it was proposed that Arts reorganize into eight existing and new schools – this proposal was neither accepted nor agreed upon.

In summer 2024, new Dean Alexie Tcheuyap heard from chairs/directors that there was not full confidence in the reorganization proposal as of spring 2024. Dean Tcheuyap chose to slow the process and appointed a dedicated Working Group with representation from small, medium, large departments, existing schools, the AFIW, and central UW leadership. The Working Group was actively engaged in consultations and relevant research over Fall 2024 and Winter 2025.

The Working Group determined that existing units with differential fees for direct-entry programs at the undergraduate level (SAF, Stratford) should not be combined with units with regular fees.

The Working Group determined that the departments of Psychology and Economics should become standalone schools due, among other things, to their large size by faculty, teaching activity, and student enrolment. The Working Group used the following criteria to propose the two new school groupings:

- similarities between programs, aiming to combine departments that share teaching in interdisciplinary programs, cross-listed classes, methodologies, learning outcomes, or subject matter;
- existing areas of collaboration, such as History and Political Science's joint participation in the Global Governance graduate program and English Language and Literature and Communication Arts' shared teaching of Undergraduate Communication Requirement (UCR) courses;
- opportunities for sharing of instructors between programs within the schools;
- create new schools of roughly similar sizes and administrative complexity based on data such as the number of faculty members in each department, the number of majors in different plans, the total undergraduate enrolments in each department, and the number of graduate students; also, data showing volume of staff activities such as finance transactions, course sections scheduled, graduate applications and scholarships processed.

Hearing concern that there was need for a more detailed plan for the governance and staffing models for the proposed schools, the Working Group devoted significant work to developing a starting template for new school governance structures and roles, including discipline/program representation on a school leadership team administrative and staff roles, and coordination mechanisms.

Working Group members representing staff met with key groups such as Administrative Officers and Managers, Human Resources partners, Staff Relations Committee, and staff in Arts Undergraduate Office, Arts Computing Office, Dean of Arts Office, to gather data, advice and feedback on the staffing proposal for the two new schools.

In March and April 2025, the Working group invited current chair/directors to two intensive workshops to address remaining questions on governance, administration, staffing, disciplinary identity, and provisional naming of the two new schools.

Recognizing the administrative and operational complexities of transitioning to fully implemented new schools, the Dean and Working Group proposed a transition period (fall 2025 to July 2026) before the new schools would come into full effect.

Prior to the scheduled special meeting of the AFC on April 29, 2025 in which the motion to reorganize was to be formally presented, the Dean announced a postponement of the AFC special meeting to early Fall 2025 in order to allow more time to hear and address outstanding concerns from several departments. Those meetings and consultations are listed within the Arts Reorganization site.

In July 2025, having received and carefully reviewed and considered two alternative proposals for reorganizing the departments of Anthropology, Classical Studies, History, Philosophy, Political Science, Religious Studies and Sociology & Legal Studies into two smaller new schools, the Dean concluded that the originally proposed larger school will offer greater opportunities for research and programmatic synergies, greater administrative efficiencies, and better opportunities for faculty, staff, and students. However, the additional consultations, proposals, and the rationale presented offered important insight into interests and issues that needed to be better addressed, such as changes to the draft leadership model and identified priorities for future work.

Governance Considerations

In early 2025, the Dean of Arts consulted the Secretariat for governance advice regarding a potential proposal to restructure the Faculty of Arts, which would require recommendation by Faculty Council to Senate, and subsequently, final approval by the Board of Governors in accordance with the *University of Waterloo Act, 1972*.

Upon reviewing the Constitution, the Secretariat noted the scale and impact of the proposed restructuring contrasted sharply with the modest quorum required for such a recommendation, which is only 25 members of the Council. To address this disparity and promote meaningful engagement, the use of an electronic ballot was proposed to allow all Council members a greater opportunity to participate in this important decision.

Moreover, electronic ballots are an established and accepted method for decision-making within the Faculty and across the University. For instance, they are routinely used under Policy 45 to gauge Faculty support for decanal candidates during appointment processes.

This recommendation was intended to promote transparency and to ensure that the Council's powers are exercised clearly and legitimately.

Jurisdictional Information

Section 14(1) of the *University of Waterloo Act, 1972* ("the Act") empowers the Board of Governors broadly:

The government of the University and the control of its property and revenues, the conduct of its business and affairs, save with respect to such matters as are assigned by this Act to the Senate, shall be vested in the Board of Governors and the Board of Governors shall have all powers necessary or convenient to perform its duties and to achieve the objects of the University

Section 22 of the Act enunciates the empowerments of Senate, with respect to making recommendations to the Board as it pertains to the academic organizational structure and with respect to establishing bylaws:

- a. *To make recommendations to the Board of Governors relative to the creation, establishment, maintenance, modification, or removal of organizational structures such as faculties, schools, institutes, departments or chairs within the University*

...

(o) to enact by-laws and regulations for the conduct of its affairs.

Senate Bylaw 1, section 15 provides for the approval of Faculty constitutions:

Each faculty and each academic department and school of the university may adopt a formal constitution governing its operations, provided that each such constitution and any amendments thereto shall be inoperative and ineffective until approved by Senate. No provision of the constitutions shall be inconsistent with any provisions of The University of Waterloo Act, 1972, as amended, and no provision of any constitution shall be exempt from the provisions of any of the bylaws or established policies of the university which are within the final jurisdiction of Senate, except as expressly approved by Senate.

Section 12 of the Senate-approved 'Constitution of the Faculty of Arts at the University of Waterloo' enunciates the powers, duties and responsibilities of the Faculty Council, and specifies:

To recommend to Senate any changes in the departmental structure including departmental and school names.

Governance Path

1. Arts Faculty Council: September 9-10, 2025
2. Senate: September 22, 2025
3. Board of Governors: October 28, 2025 [prospective]

Documentation Provided

Documentation can be found in the link below and includes the items listed below.

[Documentation Package](#)

- Rationale - Why Arts Reorganization and Renewal
- Planned six-school structure
- Planned school governance, leadership and representation
- Planned school staffing structure
- FAQs about the reorganization proposal
- Timeline of meetings, consultations, and subsequent modifications

Senate Agenda Items p = planned ✓ = completed	September 22, 2025	October 20, 2025	November 24, 2025	January 26, 2026	March 2, 2026	April 6, 2026	May 4, 2026	June 8, 2026
LEADERSHIP, FACUTLY, AND ASSOCIATION UPDATES								
Report of the President	p	p	p	p	p	p	p	p
• Faculty Tenure and Promotion Report	p	p	p	p	p	p	p	p
Report of the Vice-President, Academic & Provost	p	p	p	p	p	p	p	p
• Reports from Faculties (e.g., appointments, administrative appointments, sabbaticals) (<i>consent</i>)	p	p	p	p	p	p	p	p
• Call for Nominations and Designation of University Professor	p					p		
Report of the Vice-President, Research & International (<i>consent</i>)	p	p	p	p	p	p	p	p
• Annual Report of the Vice-President, Research & International				p				
Faculty Presentations		p	p	p	p	p	p	
Annual Association Reports: FAUW, WUSA, GSA					p			
Report of the COU Academic Colleague								p
COMMITTEE & COUNCIL REPORTS Each committee and council of Senate will provide a report to Senate after each meeting.								
Executive Committee, Academic Quality Enhancement Committee, Graduate Council, Honorary Degrees Committee, Planning and Finance Committee, Research and Innovation Council, Undergraduate Council	p	p	p	p	p	p	p	p
POLICIES & BY-LAWS Policy and By-Law amendments may also be brought forward based on review schedules or as required.								
Annual Report on Gift Acceptance (Policy 7) (<i>confidential session</i>)		p						
University Committee on Student Appeals Annual Report (Policy 72)			p					
University Appointment Review Committee Annual Report (Policy 76)						p		
Executive Appointments (Policy 48, 50, 68) (<i>confidential</i>)								
OPERATING BUDGET Under the Report of the Planning and Finance Committee.								
University Operating Budget Update		p						
Joint Board/Senate Budget Education Sessions				p	p			
Operating Budget (recommendation to Board)						p		
ADMISSIONS UPDATES, CONFERRING OF DEGREES, AND AWARDS								
Call for Nominations: Honorary Degree and Honorary Member	p				p			
Academic Calendar Dates	p							
Teaching Awards Committee: Appointment and Award Winners				p			p	
Delegation and Reports of the Roster of Graduands	p		p			p		
Spring and Fall Convocation Reports	p		p					
Undergraduate and Graduate Admissions Update				p				
SENATE MEMBERSHIP AND GOVERNANCE								
Senate Orientation	p		p					
Call for Senate Nominations, Elections, and Appointments			p		p			p
Senate Effectiveness Survey					p			

For Information

Open Session - Consent

To: Senate

From: Senate Executive Committee

Date of Meeting: September 22, 2025

Agenda Item: **9.2.1 Elections to Senate Committees and Councils**

Summary:

Senate passed a motion at the meeting of June 9, 2025 to delegate its authority to the Senate Executive Committee for the purpose of filling vacancies which existed on various Senate committees and councils. Nominations to fill vacancies were obtained by either direct outreach to eligible individuals or through communication with the Deans to recommend names of faculty member nominees.

Any remaining vacancies will be filled through a fall by-election. See item 9.2.2 for more information.

The following vacancies were filled by the committee via e-vote which closed on August 13, 2025 and at the September 8, 2025 meeting:

Senate Executive Committee

Faculty Senators (One from each Faculty)	Faculty of Arts – James Skidmore Faculty of Engineering – Nadine Ibrahim Faculty of Environment – Mark Seasons Faculty of Health – Mark Ferro Faculty of Mathematics – Blake Madill Faculty of Science – Laura Deakin
Faculty from AFIW (One)	Carol Ann MacGregor
Undergraduate Students (Two)	Rida Sayed Damian Mikhail
Graduate Student (One)	Jessica Rindlisbacher
Alumni (One)	Vikas Gupta

Senate Planning and Finance Committee – New for 2025/26

Faculty Senators (One from each Faculty)	Faculty of Arts – Shana MacDonald Faculty of Engineering – Nasser Abukhdeir Faculty of Environment – Rob Gorbet Faculty of Health – <i>To be determined</i> Faculty of Mathematics – Cecilia Cotton Faculty of Science – <i>To be determined</i>
One member of the Board of Governors, appointed by the Board from among the community-at-large or governor-in- council members of the Board	<i>To be determined</i>
AFIW Faculty Senator (One)	Scott Kline
Student Senators (At least 1 Undergraduate and at least 1 Graduate)	Andrew Chang (Undergraduate) Jordan Bauman (Undergraduate) Laith Alkhawaldeh (Graduate)
Alumni Senator (One)	Diana Vangelisti
Member of the Board from FAUW (One)	Erin O'Connell

Honorary Degrees Committee

Faculty Senators (One from each Faculty)	Faculty of Arts – Carter Neal Faculty of Engineering – En-Hui Yang Faculty of Environment – Su-Yin Tan Faculty of Health – Helen Chen Faculty of Mathematics – Kevin Hare Faculty of Science – Colleen Maxwell
1 AFIW Faculty Senator	John Abraham
2 Undergraduate Student Senators	Christopher Lim Arya Razmjoo
1 Graduate Student Senator	Meray Sadek
1 Alumni Senator	Sharon Tucker

Senate Research and Innovation Council – New for 2025/26

Two (2) heads of a research center/institute that is governed under Policy 44	<i>To be determined</i>
Up to four (4) additional members holding regular faculty appointments	<i>To be determined</i>
One (1) associate dean responsible for graduate studies	Michael Beazley – Faculty of Science
Faculty Senators (One from each Faculty)	Faculty of Arts – Neil Randall Faculty of Engineering – Sushanta Mitra Faculty of Environment – Jeffrey Wilson Faculty of Health – Peter Hall Faculty of Mathematics – Raouf Boutaba Faculty of Science – Stan Woo
One (1) faculty member from the Affiliated and Federated Institutions of Waterloo	Steven Bednarski
Three (3) students, two graduate and one undergraduate, who may or may not be student members of Senate	Nicholas Pelligrino (Graduate) Yasmeen Almomani (Graduate) Misha Khan (Undergraduate)
One (1) postdoctoral scholar	Amir Nazemi

Senate Graduate Council – New for 2025-26

Faculty Senators (One from each Faculty)	Faculty of Arts – Carter Neal Faculty of Engineering – David Clausi Faculty of Environment – Clarence Woudsma Faculty of Health – <i>To be determined</i> Faculty of Mathematics – Christiane Lemieux Faculty of Science – <i>To be determined</i>
One (1) associate dean responsible for research	Rob de Loë
Up to four (4) additional members holding regular faculty appointments	Helen Chen – Faculty of Health Tizazu Mekonnen – Faculty of Engineering
One (1) faculty member from the Affiliated and Federated Institutions of Waterloo	Steven Bednarski
Three (3) graduate students, one of whom is the Graduate Student Association President or designate	Nicholas Pelligrino Meray Sadek Abhishesh Homagain
One (1) postdoctoral scholar	Lilhac Medina

Senate Undergraduate Council

A Faculty member from each faculty (2-year terms)	Faculty of Arts – Rob Stark Faculty of Engineering – William Wong Faculty of Environment – Helena Shilomboleni Faculty of Health – Sean Meehan Faculty of Mathematics – Faisal Al-Faisal Faculty of Science – Cynthia Richard
1 faculty member from St. Jerome's (2-year term)	Carol Ann MacGregor
1 faculty member from one of the other AFIWs (2-year term)	Veronica Austen
Executive member appointed from the Federation of Students (WUSA)	Damian Mikhail (or designate) Alex Pawelko (SUC Curriculum Subcommittee)

Academic Quality Enhancement Committee

3 Faculty, from members of Undergraduate Council (2-year terms)	Carol Ann MacGregor Cynthia Richard Helena Shilomboleni
3 Faculty, from members of Graduate Council (2-year terms)	Brad Pomeroy <i>To be determined</i> <i>To be determined</i>
1 Undergrad student Senator	Katie Traynor
1 Graduate student Senator	Meray Sadek

Board of Governors (as elected)

Faculty Senators (7)	Nasser Abukhdeir Laura Deakin Achim Kempf David Porreca Neil Randall James Skidmore Stan Woo
Undergraduate Senators (3)	Jordan Bauman Rida Sayed Damian Mikhail
Graduate Senators (2)	Meray Sadek Nicholas Pellegrino

University Committee on Student Appeals

Faculty – One from each Faculty (2-year term from September 1, 2025 to August 31, 2027)	Faculty of Arts – Greta Kroeker (reappointment) Faculty of Engineering – David Nairn Faculty of Health – Mark Oremus Faculty of Mathematics – Chris Bauch Previously approved (2024-2026): Faculty of Environment – Brendon Larson Faculty of Science – Rick Marta
4 Undergraduate Students (2-year term from September 1, 2025 to August 31, 2027)	Faculty of Engineering - Nush Majra Faculty of Health - Merochini Manohar Faculty of Mathematics - E-Therng Lee Previously approved (2024-2026): Faculty of Environment - Tianna Bhavin Parmar
2 Graduate Students (2-year term from September 1, 2025 to August 31, 2027)	Faculty of Arts - Curtis Crandall Brown Faculty of Science – <i>To be determined</i>

For Information**Open Session - Consent**

To: Senate

From: Gen Gauthier-Chalifour
University Secretary

Date of Meeting: September 22, 2025

Agenda Item: **9.2.2 Senate By-Election Call for Nominations**

Summary

On Tuesday September 16, 2025 the Secretariat issued the following call for nominations to fill faculty vacancies on Senate. This by-election is being held in accordance with Section 2.03 of [Senate By-law 3](#).

Faculty members to be elected by/from the members of faculty as follows:

- One faculty member from the Faculty of Arts, for a term to expire August 31, 2028.
- One faculty member from the Faculty of Health, for a term to expire August 31, 2026.
- One faculty member from the Faculty of Health, for a term to expire August 31, 2027.
- One faculty member from the Faculty of Science, for a term to expire August 31, 2027.

At least five nominators with regular faculty appointments (see [Policy 76 – Faculty Appointments](#)) from the constituency from which the member is to be elected are required for each nomination. To be eligible to accept the nomination, the candidate must hold a regular faculty appointment. A brief candidate statement (100 words maximum) must be submitted with each nomination form to appear with the ballot.

If you are interested in nominating yourself or a colleague, please email the Secretariat at elections@uwaterloo.ca to request the nomination form. The nomination period closes and completed forms must be received by **4:30 p.m., Monday September 29, 2025**.

Elections will be held beginning Wednesday October 1, 2025, closing Wednesday October 8, 2025.

Please refer to [Senate Bylaw 3](#) for more information on nominations and elections. Any questions relating to the above may be directed to the Secretariat at elections@uwaterloo.ca

For Information**Open Session**

To: Senate

From: Senate Executive Committee

Presenter: Vivek Goel, President and Vice-Chancellor
Senate Executive Committee Chair

Agenda Item: **9.2.3 Senate Executive Committee: Summary of September 8, 2025 Meeting**

Summary

At the meeting of the committee, the following items were discussed:

1. Senate Engagement Working Group:
The committee discussed the proposal for an ad hoc working group, which stems from the most recent Senate Effectiveness Survey and discussions at Senate in the 2024-25 governance cycle. The survey highlighted several issues related to the nature of Senate meetings, some of which have been raised over the past few governance years. In response, the Senate Engagement Working Group will review, develop, and recommend changes to selected Senate governing documents and processes, specifically as they relate to senator engagement and the concerns outlined in the report.
2. Elections to Senate Committees and Councils:
The committee approved a report with additional names identified to serve on Senate committees and councils. The Secretariat is working closely with the Chairs of the new Senate Graduate Council and Senate Research and Innovation Council to ensure vacancies are filled before the first meetings of each council.
3. Senate By-Elections:
The committee received notice of the upcoming call for nominations from the Secretariat to fill faculty senator vacancies on Senate. The call will be published on September 16, 2025.
4. Senate Work Plan and Draft Senate Meeting Book for September 22, 2025:
A high-level overview of the Senate work plan for the 2025-2026 governance year was provided. It was noted that a proposal was received from a Senator to establish a committee on academic innovation, further to discussion at the June 2025 Senate meeting. A broader discussion at Senate will be planned on academic innovation, including an update and expected outcomes from the Academic Innovation Working Group. The committee approved the draft Senate meeting book and discussed the main items on the regular agenda.

Senate Executive Committee meeting agendas and minutes can be found on the committee webpage: <https://uwaterloo.ca/secretariat/executive-committee-agenda-minutes>

For Information**Open Session - Consent**

To: Senate

From: Senate Graduate and Research Council

Presenter(s): Charmaine Dean
Vice-President, Research & International

Clarence Woudsma
Former Interim Co-Associate Vice-President, Graduate Studies and
Postdoctoral Affairs

Date of Meeting: September 22, 2025

Agenda Item: **9.3 Report of the Senate Graduate & Research Council**

Summary

[Senate Graduate & Research Council](#) met on June 16, 2025 and agreed to forward the following items to Senate for information as part of the consent agenda.

On behalf of Senate, the following items were approved:

1. New Scholarships & Awards

Council approved two awards: Dean of Engineering Doctoral Perseverance Award; Provost's Distinguished – Inclusivity Doctoral Entrance Award (PD-IDEA).

2. Curricular Submissions

Council approved curricular minor academic plan changes as well as new graduate courses, the deletion of graduate courses, and proposed minor modifications to existing graduate courses and programs for:

- 2.1. Faculty of Arts
- 2.2. Faculty of Environment
- 2.3. Faculty of Engineering
- 2.4. Faculty of Health
- 2.5. Faculty of Mathematics
- 2.6. Graduate Studies and Postdoctoral Affairs – English Language Requirements

Curricular changes for the final SGRC meeting can be found under the [Senate Graduate Council](#) webpage.

3. Centre Renewals

Council approved the renewal of the Waterloo Centre for Microbial Research (WCMR).

Council also received for information an update on the Campus Master Plan and the Declaration on Research Assessment (DORA). The results of the Annual Senate Effectiveness Survey were addressed in confidential session.

Jurisdictional Information

As provided for in [Senate Bylaw 2](#), section 4.03, council is empowered to make approvals on behalf of Senate for a variety of matters:

- a. On behalf of Senate, consider and approve all new graduate courses, the deletion of graduate courses, and proposed minor changes to existing graduate courses and programs, and provide Senate with a brief summary of council's deliberations in this regard. Any matter of controversy that might arise may be referred to Senate.
- i. On behalf of Senate, consider and approve all new graduate scholarships and awards. Any matter of controversy that might arise may be referred to Senate.

Governance Path

Senate Graduate and Research Council: June 16, 2025

Following Senate approval in June 2025, the SGRC was be disbanded and its mandate shared between two new Senate councils - [Senate Graduate Council](#) and [Senate Research and Innovation Council](#).

For Information**Open Session - Consent**

To: Senate
From: Senate Undergraduate Council
Presenter(s): David DeVidi
Associate Vice-President, Academic

Date of Meeting: September 22, 2025

Agenda Item: **9.4 Report of the Senate Undergraduate Council**

Summary

[Senate Undergraduate Council](#) met on June 16, 2025 and agreed to forward the following items to Senate for information as part of the consent agenda. On behalf of Senate, the following items were approved:

1. Curricular Submissions
 - 1.1 [Faculty of Engineering](#)
 - 1.2 [Faculty of Environment](#)
 - 1.3 [Faculty of Mathematics](#)

Council received for information the following presentations: External Partners and Capstone Projects, Outline Advisory Committee: Advisory Group Terms of Reference, Usefulness of Advisory Committees for General Purposes, Sustainability Project Outcomes: Revisiting the UDLES. Council discussed the results of the Senate Effectiveness survey during confidential session.

Jurisdictional Information

As provided for in [Senate Bylaw 2](#), section 5.03, council is empowered to make approvals on behalf of Senate for a variety of matters:

- c. On behalf of Senate; consider and approve all new undergraduate courses; the deletion of undergraduate courses; and proposed changes to existing undergraduate courses and minor changes to programs and/or plans; and provide Senate with a summary of council's deliberations in this regard. Any matter of controversy that might arise may be referred to Senate.

Governance Path

Senate Undergraduate Council: June 16, 2025

For Information

Open Session - Consent

To: Senate

From: Senate Academic Quality Enhancement Committee

Presenter(s): David DeVidi
Associate Vice-President, Academic

Date of Meeting: September 22, 2025

Agenda Item: **9.5 Report of the Senate Academic Quality Enhancement Committee**

Summary

The [Senate Academic Quality Enhancement \(AQuE\) Committee](#) conducted three e-votes during their May, June and July review cycles, and agreed to forward the following items to Senate for information as part of the consent agenda. On behalf of Senate, the following items were approved:

1. Approved via e-vote concluding on May 26, 2025:
 - 1.1. Final Assessment Report for Gender and Social Justice (BA, Minor, Diploma)
 - 1.2. Final Assessment Report for Biology (BSc, MSc, PhD, Minor), Biochemistry – Joint with Chemistry (BSc, Minor), Biomedical Sciences (BSc), Environmental Sciences/ Ecology (BSc), Bioinformatics (Option), Medical Physiology (Minor)
 - 1.3. Final Assessment Report for Civil Engineering (MASC, MEng, PhD)
 - 1.4. Final Assessment Report for East Asian Studies (Minor, Diploma)
 - 1.5. Final Assessment Report for Geography and Environmental Management (BES, Minor), Geomatics (BES), Climate Change (MCC)
 - 1.6. Cyclical Program Review Progress Report for Music (BA, Minor), Intensive Music Specialization (BA), Church Music and Worship (Minor, Diploma)
2. Approved via e-vote concluding on June 23, 2025:
 - 2.1. Progress Report for Civil Engineering (BASC), Environmental Engineering (BASC, Option), Geological Engineering (BASC), Water Resources (Option)
 - 2.2. Progress Report for Mechanical Engineering (BASC), Mechatronics Engineering (BASC), Mechatronics (Option)
 - 2.3. Progress Report for Rec & Leisure Studies (BA, BA Therapeutic Rec, Rec And Sport Business, Tourism Development + Option) + Work & Health Collab. PhD + Aging, Health & Well-being Collab. PhD
 - 2.4. Progress Report for Theatre and Performance (BA, minor)
3. Approved via e-vote concluding on July 11, 2025:
 - 3.1. Final Assessment Report for Geography – Joint with WLU (MA, MES, MSc, PhD)
 - 3.2. Final Assessment Report for Knowledge Integration (BKI, Minor)
 - 3.3. Final Assessment Report for Pharmacy (PharmD, MSc, PhD), Advanced Pharmacy Practice (MPharm)

- 3.4. Final Assessment Report for Social Development Studies (BA, Minor)
- 3.5. Cyclical Program Review Progress Report for German (BA, MA, PhD, Minor), Russian and East European Studies (Minor), Cultural Identities (Minor)
- 3.6. Cyclical Program Review Progress Report for Collaborative Water Program (MASC, MArch, MA, MES, MMath, MSc, PhD)
- 3.7. Final Assessment Report for Electrical Engineering/Computer Engineering (BASC), Electrical and Computer Engineering (MEng, MASC, PhD), Electric Power Engineering (MEng, GDip)

Approved final assessment reports and cyclical program review progress reports can be viewed on the [AQuE Committee Reporting page](#). There were no issues noted in the reports or concerns raised by the committee.

Jurisdictional Information

As outlined in the committee's [Terms and Reference](#), Senate Academic Quality Enhancement Committee is empowered to make approvals on behalf of Senate for a variety of matters:

2. On behalf of Senate, consider and approve all Final Assessment Reports and Progress Reports within the University's IQAP, and provide Senate with a summary of the committee's deliberations in this regard. Any matter of controversy that might arise may be referred to Senate.

Governance Path

Senate Academic Quality Enhancement Committee: 05/26/2025, 06/23/2025, 07/11/2025

For Information**Open Session - Consent**

To: Senate

From: Vice-President, Academic & Provost

Presenter(s): Thomas Duever
Interim Vice-President, Academic & Provost

Date of Meeting: September 22, 2025

Agenda Item: **9.6.1 Faculty Appointments and Leaves**

Summary

The Faculty Reports for Senators' information regarding the variety of appointments, reappointments, special appointments, leaves, and other matters of interest about individuals in the Faculties are available on the [Senate agenda page](https://uwaterloo.ca/secretariat/sites/default/files/uploads/documents/sept-2025-fac.pdf).¹

¹ <https://uwaterloo.ca/secretariat/sites/default/files/uploads/documents/sept-2025-fac.pdf>

For Information**Open Session - Consent**

To: Senate

From: Thomas Duever
Interim Vice-President, Academic and Provost

Date of Meeting: September 22, 2025

Agenda Item: **9.6.2 2025 University Research Chairs**

Summary:

The 2025 University Research Chair appointed through the faculty nomination/selection process is Michel Gingras, Physics and Astronomy.

Since 2004, Waterloo has granted 137 University Research Chair awards, including this year's recipient.

University of Waterloo owes much of its reputation and stature to the quality of its professors and their scholarly accomplishments. University of Waterloo recognizes exceptional achievement and pre-eminence in a particular field of knowledge through the designation 'University Research Chair'.

More information can be found on the University Research Chair website:

<https://uwaterloo.ca/faculty-planning-policy/honors-and-awards/university-research-chairs>

Office of the Vice-President, Academic and Provost**For Information****Open Session - Consent**

To: Senate

From: Thomas Duever
Interim Vice-President, Academic and Provost

Date of Meeting: September 22, 2025

Agenda Item: **9.6.3 Call for Nominations for University Professor**

Summary:

The attached memorandum details the process and timelines for which members of the University of Waterloo community may submit nominations for University Professor.

MEMORANDUM

September 22, 2025

To: Members of Senate
Chairs of Departments and Directors of Schools

Copy: Daily Bulletin

From: Thomas Duever, Interim Vice-President, Academic and Provost

Re: **Call for University Professor Nominations**

To date, the University of Waterloo has awarded this distinction to thirty-eight individuals:

Philip Beesley, School of Architecture (2023)
Raouf Boutaba, School of Computer Science (2024)
Phelim Boyle, School of Accounting & Finance (2023)
Roy Cameron, School of Public Health Sciences (2008)
Claudio Canizares, Electrical and Computer Engineering (2020)
Jennifer Clapp, School of Environment, Resources & Sustainability (2021)
William Coleman, Political Science (2015)
Richard Cook, Statistics and Actuarial Science (2020)
William Cook, Combinatorics and Optimization (2015)
Ken Davidson, Pure Mathematics (2007)
Geoffrey Fong, Psychology, School of Public Health Sciences (2023)
Keith Hipel, Systems Design Engineering (2007)
John Hirdes, School of Public Health Sciences (2022)
Robert Jan van Pelt, School of Architecture (2005)
Lyndon Jones, Optometry & Vision Science (2020)
Anita Layton, Applied Mathematics (2025)
Ellsworth LeDrew, Geography & Environmental Management (2009)
Ming Li, School of Computer Science (2009)
Robert Mann, Physics and Astronomy (2022)
Stuart McGill, Kinesiology (2010)
Terry McMahon, Chemistry (2005)
Ian Munro, School of Computer Science (2006)
Lida Nazar, Chemistry (2016)
Flora Ng, Chemical Engineering (2008)
Tamer Ozsu, School of Computer Science (2018)
Francois Pare, French Studies (2012)
Janusz Pawliszyn, Chemistry (2010)
Daniel Scott, Geography & Environmental Management (2025)
Sherman Shen, Electrical & Computer Engineering (2017)
Jacob Sivak, School of Optometry (2007)
Cameron Stewart, Pure Mathematics (2004)
Doug Stinson, School of Computer Science (2013)
Mary Thompson, Statistics & Actuarial Science (2004)
Donna Strickland, Physics and Astronomy (2025)
Philippe Van Cappellen, Earth & Environmental Sciences (2024)
Joanne Wood, Psychology (2017)

The nomination and selection process is available at [University Professors | Associate Vice-President, Faculty Planning and Policy | University of Waterloo \(uwaterloo.ca\)](#) and is reproduced below for your information.

Please ensure that nomination material is submitted by December 19, 2025 to avpfpp@uwaterloo.ca.

UNIVERSITY PROFESSOR

The University of Waterloo owes much of its international reputation and stature to the quality of its eminent professors. University of Waterloo recognizes exceptional scholarly achievement and international pre-eminence through the designation University Professor. Once appointed, a faculty member retains the designation until retirement.

Not counting retirees, it is anticipated there will be one University Professor for approximately every 60 full-time regular faculty members, with at most two appointments each year. Such appointments are reported to Senate and the Board of Governors in March and April respectively.

Nomination and Selection Process

1. Annually, nominations will be sought from Faculty deans, directors of schools and department chairs, as well as from the university community generally. A nominee shall have demonstrated exceptional scholarly achievement and international pre-eminence in a particular field or fields of knowledge. The individual who nominates a colleague is responsible for gathering the documentation and submitting it to the vice-president academic and provost by December 19, 2025 to avpfpp@uwaterloo.ca. The University Tenure, Permanence and Promotion Committee will act as the selection committee; its decisions are final.
2. A nomination must be supported by at least six signatures from at least two UW departments/schools and must be accompanied by a curriculum vitae and a short, non-technical description of the nominee's contributions.
3. A nomination must also be accompanied by letters from the nominee's Dean, and from at least two and no more than five scholars of international standing in the nominee's field from outside the University. The scholars are to be chosen by the nominee's Chair/Director in consultation with the Dean and the nominator. The letter of nomination should explain why these particular scholars were chosen.
4. Letters soliciting comments from scholars shall be sent by the Chair/Director. Scholars shall be asked to comment on the impact and specific nature of the nominee's most influential contributions, addressing their responses directly to the Vice-President, Academic and Provost.
5. The dossiers of unsuccessful nominees remain in the pool for two additional years. The appropriate Dean should provide updated information each year. No candidate may be nominated again until at least two years have elapsed since the last consideration by the Committee.

For Information**Open Session - Consent****To:** Senate**Presenter(s):** Charmaine Dean
Vice President, Research and International**Date of Meeting:** September 22, 2025**Agenda Item:** **9.7.1 Awards, Distinctions, Grants, Commercialization
Activity, Waterloo International Engagements**

Summary

This report summarizes successful commercialization, research and international outputs and outcomes for the period June to August 2025.

Proposal/Rationale

This report provides a summary of significant monthly outputs related to; awards and distinctions; funded research; commercialization and entrepreneurship and activities towards strategic internationalization.

Documentation Provided

Attached – Vice-President, Research and International: Report to Senate, September 2025.

**Vice-President, Research & International
Report to Senate
September 2025**

Introduction

This report to Senate highlights successful research, international and commercialization outputs and outcomes for the period June to August 2025.

Awards and Distinctions

Sepehr Assadi (Cheriton School of Computer Science)

[Best Paper Award at STOC 2025, the 57th ACM Symposium on Theory of Computing](#)

This award recognizes the paper, *Vizing's Theorem in Near-Linear Time*, which introduces a randomized algorithm that computes a $(\Delta + 1)$ -edge colouring in near-linear time with high probability, a near-optimal result for this classic problem in graph theory.

Sepehr Assadi (Cheriton School of Computer Science)

[2025 Presburger Award](#)

This prestigious honor recognizes Assadi's exceptional contributions to theoretical computer science for his work on establishing lower bounds for multi-pass streaming algorithms, a long-standing and challenging problem in the field.

Hassan Baaj (Civil and Environmental Engineering)

[Fellow of the Canadian Society for Civil Engineering \(CSCE\)](#)

Election to CSCE Fellowship is one of the society's highest honors, recognizing members who demonstrate excellence in practice and make lasting contributions to the profession.

Kankar Bhattacharya (Electrical and Computer Engineering)

[Fellows of the Canadian Academy of Engineering \(CAE\)](#)

Fellows are recognized for outstanding contributions to engineering in Canada and internationally. Their election reflects career-long excellence in research, innovation, mentorship and service.

Kostadinka Bizheva (Physics and Astronomy)

[2025 Optica Fellow](#)

This award recognizes Professor Bizheva's exceptional contributions to optical imaging in ophthalmology.

Julie Bernard (School of Environment, Enterprise and Development)

[ASAC Past President's Research Award](#)

This award recognizes high quality research in the most pressing issues in the field of administrative science.

Claudio Cañizares (Electrical and Computer Engineering)

[2025 Power & Energy Society \(PES\) Ramakumar Family Renewable Energy Excellence Award](#)

This prize provides international recognition for advancing renewable energy research that supports more global sustainable power systems.

Jennifer Clapp (School of Environment, Resources and Sustainability)

Molson Prize

The Molson prize encourages ongoing contributions to Canada's cultural and intellectual heritage and is given to those who have distinguished themselves by their outstanding achievements.

Jennifer Clapp (School of Environment, Resources and Sustainability)

Kerstin Hesselgren visiting professorship

The Kerstin Hesselgren visiting professorship is awarded to a foreign internationally recognized female researcher in the areas of social sciences, humanities, theology or science of law.

Charmaine Dean (Statistics and Actuarial Science)

K-W Oktoberfest Rogers Women of the Year Awards - STEM

The ceremony recognizes and pays tribute to outstanding women in the community. This award recognizes Dean's 35+ years as a STEM academic leader, statistician and equity advocate.

Dr. Brian Forrest and Prof. Barbara Forrest (Pure Mathematics)

The Canadian Mathematical Society's 2025 Adrien Pouliot Award

The award is given annually to individuals who have made "significant and sustained contributions to mathematics education in Canada."

Peter Forsyth & Ken Vetzal (School of Accounting and Finance)

2024 Chris Daykin Prize by the International Actuarial Association

Presented by the Association's Pension, Benefits, and Social Security Section, the Chris Daykin Prize recognizes outstanding research in pensions.

Parsin Haji Reza (Systems Design Engineering)

Ontario Professional Engineering Awards' (OPEA) Engineering Medal for Entrepreneurship

This award recognizes Reza's research that could transform how surgeons detect and treat cancer in the operating room through advances in biomedical engineering technology.

Xiao Hu (Cheriton School of Computer Science)

2025 SIGMOD Research Highlight Award

This award showcases research projects that exemplify core database research. In particular, the projects address an important problem, represent a definitive milestone in solving the problem, and have the potential for significant impact.

Shesha Jayaram (Electrical and Computer Engineering)

Fellows of the Canadian Academy of Engineering (CAE)

Fellows are recognized for outstanding contributions to engineering in Canada and internationally. Their election reflects career-long excellence in research, innovation, mentorship and service.

Milad Kamkar (Chemical Engineering)

Emerging Investigator

Kamkar is recognized as an emerging investigator for his innovative research in materials science by *Materials Horizons* - a leading international journal.

Craig Kaplan (Cheriton School of Computer Science)

[2025 Fields Institute Fellow](#)

The Fields Institute Fellow designation celebrates individuals who have made outstanding contributions to mathematics and contribute to the advancement the Institute's mission.

Linda Nazar (Department of Chemistry)

[Killam NRC Paul Corkum Fellowship](#)

This new program provides opportunities for external scholars to have access to the NRC's unique infrastructure and resources, and work with an NRC researcher to further Dorothy Killam's vision of building Canada's future through advanced study.

Dawn Parker (School of Planning)

[Land 2024 Influential Female Researcher in Land System Science Award](#)

This award acknowledges female investigators for their excellence in the field of land science.

Adel Sedra (Electrical and Computer Engineering)

[Lifetime Achievement Award from Canada's Semiconductor Council](#)

Sedra is recognized for his contributions to the field of microelectronics with this national lifetime achievement award.

Adel Sedra (Electrical and Computer Engineering)

[Officer of the Order of Canada](#)

The Officer of the Order of Canada designation recognizes achievement and merit of a high degree, especially service to Canada or to humanity at large.

Doug Stinson (Cheriton School of Computer Science)

[CS-CAN/Info-CAN Lifetime Achievement Award](#)

The CS-CAN|INFO-CAN awards acknowledge exemplary contributions to computer science research, education, community and professional service.

Michael Tam (Chemical Engineering)

[2025 - R.S. Jane Memorial Award](#)

The award is presented to a person who has made exceptional achievements in the fields of chemical engineering or chemistry.

Aiping Yu (Chemical Engineering)

[Fellows of the Canadian Academy of Engineering \(CAE\)](#)

Fellows are recognized for outstanding contributions to engineering in Canada and internationally. Their election reflects career-long excellence in research, innovation, mentorship and service.

Funded Research Awards

Canada Foundation for Innovation – Small Infrastructure Funds (SIF)

The SIF program provides funding to support the acquisition and renewal of state-of-the-art research equipment at publicly funded Ontario research institutions. It aims to attract, retain, and develop leading researcher talent by providing infrastructure necessary for cutting-edge research. In this period, \$170,000 was secured via two projects:

Moojan Ghafurian

Title: Social robots for supporting older adults and children

Amount: \$95,000

Lora Giangregorio

Title: Bone health and exercise science laboratory

Amount: \$75,050

CIHR Project

CIHR project grants are designed to capture ideas with the greatest potential to advance health-related fundamental or applied knowledge, health research, health care, health systems, and/or health outcomes. This grant program had a 23.5% budget cut this year. In the spring 2025 competition Waterloo had two successful grants that totaled \$4.6M – a 9.5% success rate compared to a 15.5% national success rate. The two successful grants were:

Heather Keller (Kinesiology and Health Sciences)

Title: A time series design to evaluate the implementation and effectiveness of the virtual CHOICE+ mealtime experience training program for long term care homes

Amount: \$986,849

Geoff Fong (Psychology)

Title: Evaluating and understanding tobacco and nicotine products among youth and adults in Canada

Amount: \$3,656,700

NSERC Alliance Advantage

Alliance Advantage grants are for partner-driven projects. They fund projects focused on the partners' goals, with at least one partner sharing in the costs of research. The following two projects totaled \$187,692.

Kyle Daun (Mechanical and Mechatronic Engineering)

Title: Statistical algorithms for detecting and quantifying methane emissions from the upstream oil and gas industry

Partners: Modern West Advisory, Boreal Laser Inc., BC Oil and Gas Methane Emissions Research Collaborative

Amount: \$107,692

Yilan Liu (Chemical Engineering)

Title: Engineering Lactobacillus Rhamnosus for Polylactic Acid Plastic from Agri-Food Waste

Partners: Material Futures

Amount: \$80,000

NSERC Alliance-Mitacs

NSERC Alliance-Mitacs grants support projects of varying scale and complexity, from short-term smaller projects involving one researcher to long-term projects involving researchers across several universities, and from one-on-one collaborations with a single partner organization to projects involving many partner organizations across multiple sectors. The following four successful projects totaled \$3,069,000:

Mohamad Araji (School of Architecture)

Title: Thermal Stresses Induced in Concrete due to Welding of Metal Components in Containment Structures

Partners: Canadian Nuclear Laboratories

Amount: \$229,000

Amir Khajepour (Mechanical and Mechatronic Engineering)

Title: Holistic Robotic Farming

Partners: BH Frontier Solutions Inc., Haggerty AgRobotics

Amount: \$2,390,000

Jessie Ma (Systems Design Engineering)

Title: Deep Electrification with Distributed Energy Resources

Partners: Essex PowerLines Corporation, Rogers

Amount: \$150,000

Stewart McLachlin (Mechanical and Mechatronic Engineering)

Title: Development of a robust

pre-clinical image processing pipeline for microangiography

Partners: Canadian Nuclear Laboratories

Amount: \$300,000

NSERC Discovery

Discovery grants support ongoing research programs with long-term goals rather than a single short-term project or collection of projects. These grants recognize the creativity and innovation at the heart of all research advances.

In the fall 2024 round of Discovery grant funding, Waterloo had 113 successful applications (this was a double cohort) making a success rate of 73% – 10% higher than the National success rate of 63%. Together with the 30 Early career researcher supplements, these 113 projects totaled \$27.6M.

NSERC Research Tools and Instruments

Research Tools and Instruments (RTI) grants foster and enhance the discovery, innovation and training capability of university researchers in the natural sciences and engineering by supporting the purchase of research equipment.

The fourteen successful projects in the fall 2024 competition amounted to \$1.9M and represented a 36% success rate – 6% higher than the National rate of 30%.

Maricor Arlos (Civil & Environmental Engineering)

Title: Analytical Instrumentation for Micropollutant Analysis

Amount: \$149,436

Michal Bajcsy (Electrical and Computer Engineering)
Title: Upgrading Waterloo Femtosecond Laser Facility
Amount: \$147,083

Slim Boumaiza (Electrical and Computer Engineering)
Title: Enhancing Millimeter-Wave and Sub-THz Measurement Capabilities through Precision Signal Generation
Amount: \$150,000

Russell Buchanan (Mechanical & Mechatronics Engineering)
Title: Robotic Response to Climate Change: Ecological Agriculture and Environmental Monitoring
Amount: \$138,828

Maud Gorbet (Systems Design Engineering)
Title: Multi-parametric analysis of cells to accelerate the discovery of biological targets and advance the development of novel strategies to modulate inflammation and immunity
Amount: \$150,000

Alan Jamison (Physics & Astronomy)
Title: Flexible laser for advanced control of atoms and molecules
Amount: \$150,000

Na Young Kim (Electrical and Computer Engineering)
Title: Large-Scale Purified Nanomaterial Production for Advanced Optoelectronic Integration
Amount: \$98,399

Holger Kleinke (Chemistry)
Title: Electrical Properties Measurements for the Thermoelectric Energy Conversion
Amount: \$149,758

Ming Li (School of Computer Science)
Title: Advanced computational server required in protein sequencing
Amount: \$150,000

Fue-Sang Lien (Mechanical & Mechatronics Engineering)
Title: Investigation of Multiple Tornado-Like Vortices for an Energy-Efficient Ventilation System with a Smart Controller
Amount: \$108,841

Carolyn Ren (Mechanical & Mechatronics Engineering)
Title: A Rapid Prototyping System for Flexible, Stretchable Sensors and Circuits for Integration with Soft Robotic Wearables Enabling On-the-Go Therapeutic Treatment
Amount: \$104,664

Sebastian Schulz (Electrical and Computer Engineering)
Title: Role-to-plate nanoimprint lithography for scalable metasurface fabrication
Amount: \$108,130

Scott Taylor (Chemistry)

Title: Automated Microwave Peptide Synthesizer

Amount: \$135,467

Thomas Willet (Systems Design Engineering)

Title: Critical Upgrade to Existing Mechanical Testing Equipment for Dynamic Testing of Biomedical and Biological/Bio-derived Materials under Relevant Operating Conditions

Amount: \$128,299

SSHRC Insight

Insight Grants support research excellence in the social sciences and humanities. In the 2025 competition year, Waterloo faculty members garnered \$2.7 million in funding and had a 39% success rate which was on par with the National success rate of 40%. This is an 8% higher success rate than the 2024 competition. The following 14 projects were successful:

Wendy Adair (Psychology)

Title: Understanding diversity cues and buffering social identity threat to improve representation, collaboration, and climate in Canada's diverse workplace

Amount: \$258,291

Jennifer Asanin Dean (Planning)

Title: Immigration and small communities: Exploring regional place-based settlement initiatives in Ontario and their impact on immigrant and community wellbeing

Amount: \$99,953

Hilary Bergsieker (Psychology)

Title: Responsive social support for lived experiences of racism

Amount: \$188,233

Douglas Brown (Psychology)

Title: Mitigating Abusive Supervision by Enhancing Self-Control: An Examination of Four Processes

Amount: \$277,351

Frankie Condon (English Language and Literature)

Title: In The House of the Hangman

Amount: \$73,182

Robert Danisch (Communication Arts)

Title: Primal Communication: What Rhetoric Can Learn from Mycelium, Mammals, and Machines

Amount: \$132,779

Jonathan Andrew Deman (English)

Title: Sequential Scholars

Amount: \$116,764

Brian Doucet (Planning)

Title: Transit-induced gentrification and displacement: centring tenant experiences in policy solutions to build and maintain affordable housing along new rapid transit lines

Amount: \$175,407

Lai-Tze Fan (Sociology and Legal Studies)

Title: Interdisciplinary Approaches toward Responsible Facial Recognition AI: Developing Technical, Ethical, and Regulatory Recommendations for Policymaking in Canada
Amount: \$382,300

Bryan Grimwood (Recreation and Leisure Studies)

Title: Tourism, ruination, and regenerative futures
Amount: \$379,953

Greta Kroeker (Department of History)

Title: The Artemisia Project: Rape in Early Modern Europe
Amount: \$76,840

Kimberly Lopez (Recreation and Leisure Studies)

Title: Listening to make care labour harm-less: Restorative practices for personal support care (PSC) workers amidst gender and race-based harm (GRBH)
Amount: \$388,982

Ian Milligan (History)

Title: Digital Terror: The September 11th, 2001 Attacks Online
Amount: \$75,543

Mingyue Zhang (Accounting and Finance)

Title: Human Capital Investment in Financially Distressed Firms
Amount: \$98,668

SSHRC Insight Development

Insight Development grants support research in its initial stages. The grants enable the development of new research questions, as well as experimentation with new methods, theoretical approaches and/or ideas. In the winter 2025 round of funding, Waterloo faculty members garnered \$1.6 million and had a 50% success rate compared to the National success rate of 53%. The following 25 projects were successful:

Muhammad Azim (Accounting and Finance)

Title: Government Sensitivity to Negative Tax News in Procurement
Amount: \$51,879

Marta Berbes (Planning)

Title: Looking 'Blackward' to the Future: Reclaiming the place of African American communities in Phoenix, AZ
Amount: \$75,000

Hilary Bergsieker (Psychology)

Title: Identifying illusory indirect effects and indexing individual-level variation in mediation analysis
Amount: \$57,567

Rosella Care (Environment, Enterprise and Development)

Title: Decarbonizing Finance: Frameworks and Tools for Institutional Divestment Strategies
Amount: \$68,294

Warren Dodd (Public Health Sciences)

Title: Enhancing adaptive capacity to extreme heat amid housing precarity: A community-based research study in Waterloo Region

Amount: \$75,000

Ana Ferrer (Economics)

Title: Outcomes of youth attending the Future Launch Program

Amount: \$50,135

Fatma Gzara (Management Science and Engineering)

Title: Workload balance and measurement in multi-tasking environments: The case of airline flight dispatching

Amount: \$69,000

Sheereen Harris (Kinesiology and Health Sciences)

Title: Exploring dynamic interactions between psychological and contextual factors on effort-based decision-making

Amount: \$70,917

Colin Hastings (Sociology and Legal Studies)

Title: Mobility Data for Public Health? An Institutional Ethnography of the Promises (and Perils) of Emerging Surveillance

Amount: \$55,649

Sharleen He (Conrad School of Business and Entrepreneurship)

Title: The Psychology of Innovation with Generative AI: Understanding Human Ideation Processes

Amount: \$69,254

Wenqian Hu (Accounting and Finance)

Title: A Tipping Point? The Effect of Tipping on Employee Motivation

Amount: \$55,444

Christine Logel (Social Development Studies)

Title: A psychological approach to understanding barriers to affirmative consent communication

Amount: \$73,150

Reina Neufeldt (Peace and Conflict Studies)

Title: Desegregating Peace: Interracial Peace and 20th Century Peace and Conflict Studies

Amount: \$53,228

Kim Hong Nguyen (Communication Arts)

Title: Resisting Chemical Futures in the Waterloo Region: A Curatorial Project

Amount: \$74,979

Nicole Nolette (French Studies)

Title: Cinquante ans de recherches théâtrales au Québec sous le prisme de la SQET

Amount: \$74,904

Gennaro Notomista (Electrical and Computer Engineering)

Title: Painting music with robot swarms

Amount: \$74,054

Christopher Perlman (Public Health Sciences)

Title: Suicidality amongst Black people living in the Americas and Caribbean

Amount: \$74,447

Clemens Possnig (Economics)

Title: Strategic Algorithms: Impacts on the Economy

Amount: \$63,834

Andrea Quinlan (Sociology and Legal Studies)

Title: Technology-facilitated Sexual Violence in Canadian Sport

Amount: \$66,626

Uzma Rehman (Psychology)

Title: The emotional blueprint: How early home environments shape gendered avoidance of anger and sadness

Amount: \$74,858

Brendan Riggan (Recreation and Leisure Studies)

Title: Accessibility in Learning in Higher Education Through Open Education Resource Implementation

Amount: \$64,813

Olga Vechtomova (Management Science and Engineering)

Title: Reimagining Dance: Real-time Music Co-creation between Dancers and AI

Amount: \$68,439

Brianna Weins (English Language and Literature)

Title: Reactionary Rhetorics: Mapping Digitally Mediated Rhetorics of Gendered Violence

Amount: \$71,940

Seth Wynes (Geography and Environmental Management)

Title: Dietary shifts as climate mitigation: Understanding emerging trends and testing novel interventions

Amount: \$72,969

Mingyue Zhang (Accounting and Finance)

Title: Business Combinations, Innovation, and the Valuation of Intangible Assets

Amount: \$52,759

SSRHC Partnership Development

SSHRC Partnership grants support the development of partnered research and related activities in the social sciences and humanities. In the winter 2024 competition, there was one successful SSHRC Partnership grant:

Lola Sheppard (Architecture)

Title: Uvaguqatsiarniq (A Home for All): Co-Designing Supportive Housing in Nunavut

Amount: \$199,735

New Frontiers in Research Fund (NFRF) - Exploration

NFRF Exploration grants support research that pushes boundaries into exciting new areas. Researchers are encouraged to think “outside of the box” and undertake research that would defy current paradigms; bring disciplines together in unexpected ways and from bold, innovative perspectives; and have the potential to be disruptive or deliver game-changing impacts.

In the fall 2024 competition, the six successful projects, represented a 26% success rate – 10% above the National success rate of 16%. The following six projects totaled \$1.5M.

Rodrigo Costa (Systems Design Engineering)

Title: A computer-vision-based approach for retrieving longitudinal disaster recovery data from past events

Amount: \$250,000

Moojan Ghafurian (Systems Design Engineering)

Title: Training System for Dementia Caregivers to Gain Knowledge on the Affective Component of Interactions

Amount: \$249,587

HJ Kwon (Mechanical and Mechatronic Engineering)

Title: Transforming Non-Invasive Cancer Therapy with AI-Enhanced Imaging for Precise Treatment Guidance

Amount: \$250,000

Kevin Musselman (Mechanical and Mechatronic Engineering)

Title: Enzyme-laden smart-coating technology to eliminate microplastics

Amount: \$250,000

Hamed Shahsavan (Chemical Engineering)

Title: Soft Microrobots for Assisted Reproductive Technologies (SMART)

Amount: \$250,000

Ting Tsui (Chemical Engineering)

Title: Developing Sustainable Processes for Advanced Microchip Manufacturing

Amount: \$250,000

Commercialization and Entrepreneurship Highlights

Samuel Dugan (BASc’ 22 and Co-founder) - [Upside Robotics](#)

Upside Robotics is transforming agriculture with autonomous AI-driven robots that reduce chemical usage, greenhouse gas emissions, and increase farmers' efficiency and profitability.

Connor Kapahi (PhD student, Physics and Founder) - [Entangled Vision](#)

Entangled Vision is an early-stage macular degeneration screening test allowing for earlier treatment options to prevent vision impairment.

Alex Maierian (PhD student, Applied Math, Co-founder) - [Phantom Photonics](#)

Phantom Photonics, a spinout from the University of Waterloo's Quantum Photonics Lab develops advanced quantum 3D remote sensing technology.

Rishabh Sambare (BSc' 25 and Co-founder), Rahul Gudise (BSc' 24 and Co-founder), Haokun Qin (BA'24 and Co-founder) - [Gale](#)

Gale makes getting a visa easier. By simplifying the visa application process, streamlining compliance, and providing integration capabilities with HR systems – their IT solution saves time, money and headaches.

Sukh Singh (BASC' 12 and Founder) – [GroundNews](#)

Ground News is on a mission to become the most trusted news platform in the world by making media bias transparent and understandable. It uses AI to cut through online noise and source unbiased news.

Cameron Waite (BA'04 and Founder) – [Real Life Robotics](#)

Real Life Robotics (RLR) offers scalable and sustainable solutions for industries such as logistics, retail, and healthcare through their AI-driven platform, PASSENGER that helps reduce costs, improve efficiency, and enhance safety.

Nima Zamani (MASC'18, Co-founder) Dr. Tim Lasswell (MASC '17, Co-founder) and John Van Leeuwen (BSc '81, Co-founder) - [Cobionix](#)

Cobionix, a pioneer in autonomous medical robotics, secured \$3 million in new funding from the venture capital firm - TitledTownTech. This firm, whose backers include Microsoft and the Green Bay Packers, specializes in digital health, agriculture, manufacturing, logistics and entertainment.

Waterloo International

In June and July 2025, Waterloo International accomplished the following work towards its strategic goals:

1) International Priorities and Partnership Connections:

- Hosted the Canadian Bureau for International Education (CBIE) Regional Conference
- Hosted a delegation from the City U Hong Kong to exchange research knowledge in the areas of nanotechnology and health, highlighted by a Distinguished Lecture delivered by a delegation guest.
- Hosted a delegation from the University of Lausanne, Switzerland to enhance student mobility agreement discussions.

2) International Talent Pipeline Development and Student Mobility:

- Joint Academic Agreement renewed between the Faculty of Environment and Nanjing University of Finance and Economics (NUFE), China, bringing up to 40 students per year into the Environment and Business Regular program.
- Joint Academic Agreement between the Faculty of Science and Beijing Jiaotong University (BJTU), China, bringing between 60 and 120 students into the Materials and Nanoscience Regular program.
- Memorandum of Understanding with the Industrial University of Ho Chi Minh City, Vietnam, in support of co-operative education mobility opportunities for Waterloo students.
- Student Mobility Extension letter with the University of Bristol, UK to continue the existing exchange program.
- Graduate Funding Agreement with the University of Jordan to support incoming Jordanian graduate research students.
- Contribution Agreements to facilitate Global Affairs Canada (GAC) scholarship programs in Fall 2025 for 16 incoming students through the Emerging Leaders in the

Americas Program (ELAP) (students from Chile, Mexico and Trinidad and Tobago) and Canada-ASEAN Scholarships and Educational Exchanges for Development (SEED) (students from Indonesia, Malaysia, Philippines, Singapore, Thailand and Vietnam)

- New agreement between the Conrad School of Entrepreneurship and Business in collaboration with Renison University College and the Instituto Politecnico Nacional (IPN), Mexico to bring up to 80 students for an 'Entrepreneurship Summer Program' in August 2025.
- New Memorandum of Understanding with Mahidol University, Thailand, in support of Waterloo's International Tobacco Control Policy Evaluation Project.
- New Memorandum of Understanding with the University of Philippines, Manila for Waterloo Faculty of Health students to participate in a field trip course to the Philippines in summer 2025.

For Information**Open Session - Consent**

To: Senate

From: Cathy Newell Kelly
Registrar
Justin Wan
Interim, AVP, Graduate Studies and Postdoctoral Affairs

Date of Meeting: September 22, 2025

Agenda Item: **9.8 Report on Spring 2025 Convocation**

Summary

At the April 7, 2025 meeting of Senate the following motion was carried:

That Senate delegate its authority for the approval of the roster of graduands jointly to the chair and vice-chair of Senate, for convocation ceremonies scheduled in June 2025 and October 2025,

and that Senate direct that a report on the complete roster of graduands be presented for information to the Senate meeting following the relevant convocation.

Congruent with Senate's approval and having been furnished with the lists of graduands for Spring 2025 convocation, on June 3, 2025 the chair and vice-chair of Senate confirmed approval of the lists of graduands as attached to this report.

Assurance Processes for Degree Granting and Validation

The University has implemented a variety of processes and systems to ensure that students receiving a degree have fulfilled the requirements of their respective programs.

i. Degree Granting - Undergraduate

Once a student has submitted their application to graduate, the Registrar's Office works closely with Faculty partners to review and confirm that students have met degree requirements. Both the Faculties and the Registrar's Office review each student record, as well as completing a variety of queries for record and error checking. During these reviews the Registrar's Office confirms that:

- Requested program/plan combinations are valid
- The correct number of units are completed
- Required courses are completed

- Co-op/PD requirements are met (where applicable)
- Milestones are completed
- Minimum averages are met
- Student is in a good academic standing

It is only once all these criteria are met that students are coded in Quest as having completed their degrees. Otherwise, students are notified that they do not meet degree requirements and must achieve the missing requirement(s) before they are eligible to graduate.

ii. Degree Granting - Graduate

Once a student has submitted their application to graduate, their home department reviews their record to ensure that:

- The thesis, or research paper (if applicable) is complete and has been approved by the committee and accepted to UWSpace (in the case of a thesis);
- All required courses have been completed and have grades present;
- All overall average and/or program-specific minimum grade requirements are met;
- All milestones have been successfully completed and recorded;
- The requirements for any applicable field, specialization, or type II diploma have also been met; and
- Co-op requirements are met, where applicable.

The department then approves the student to graduate and GSPA staff performs a confirming review to ensure all courses, milestones, and thesis are complete, prior to coding degree completion.

iii. Early Degrees:

To qualify for an early diploma, students must meet one of the following criteria:

- They have a time-sensitive application for a TN (or TN1) Visa. The student must provide their fully-signed US job offer that includes the start date, which can be up to 30 days after their convocation ceremony.
- They have other immigration-related circumstances that require an early diploma. The student must provide proof of requirement or meet with an Immigration Consultant and provide validation of the requirement.
- They have an educational opportunity that requires their diploma (as opposed to evidence of degree completion). The student must provide communication from the academic institution stating the original diploma is a requirement.
- They have a professional opportunity that requires their diploma (as opposed to evidence of degree completion). The student must provide a request from their proposed employer, on their letterhead, that indicates that the diploma is necessary for their appointment

iv. Degree Validation:

For degree validation The Centre used AuraData, a third-party company with whom the University has engaged for about 20 years. Employers pay a fee to AuraData and the University receives a portion of the revenue. The alumnus provides authorization and then degree verification is given. If there's a discrepancy, (often due to the alumnus using the wrong degree name or using a different name) those situations are directed to The Centre to verify manually.

AuraData processes roughly 90-95% of Waterloo's degree validation requests. The Centre also does some validation through a company called DigiFlow, as well through government Cultural Bureaus. For government requests, the bureau submits their own forms to The Centre and the validation is completed manually.

Documentation Provided

- Spring 2025 Convocation - Early Degrees Granted, Conferment of Degrees, and Revisions to Conferment of Degrees (full lists available [on the Secretariat website](#)).